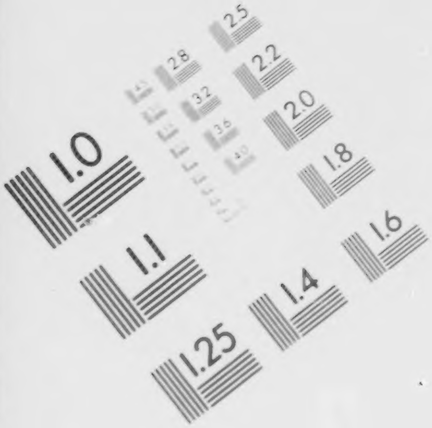

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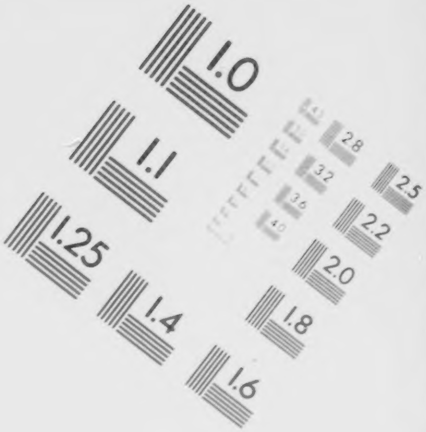

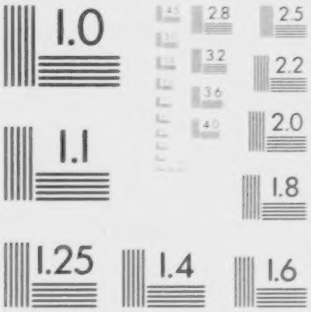

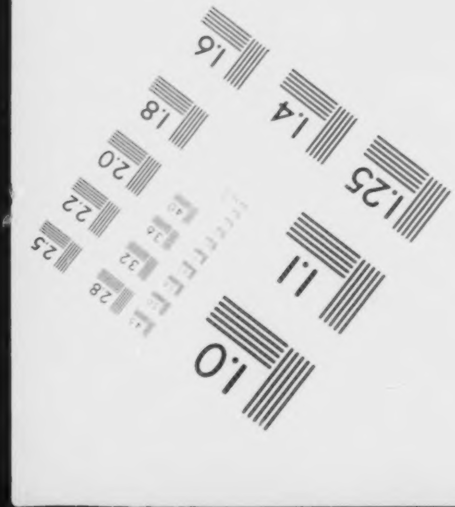

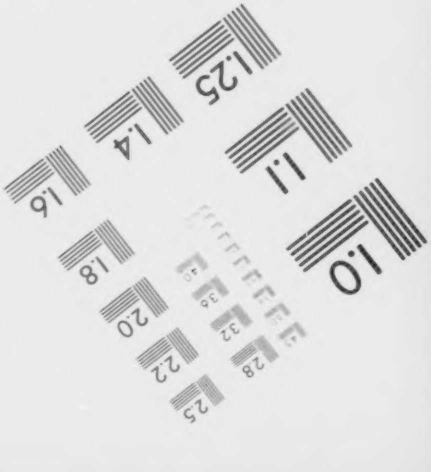

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ABSTRACT

This final report discusses the activities and outcomes of a 4-year federally funded project designed to meet the critical need in Alabama to provide effective practices in the delivery of educational services to children and youth with deaf-blindness from birth through 21 years of age and to their families and service providers. The project accomplished the following: (1) increased the local capacity of local educational agencies, intermediate units, and community agencies to deliver effective services to children who are deaf-blind through timely and accurate identification; (2) provided pre-service and/or in-service training to parents, paraprofessionals, professionals, and related service personnel preparing to serve, or serving, children with deaf-blindness; (3) facilitated parental involvement in the education of their children with deaf-blindness; (4) provided consultative and counseling services for professionals, paraprofessionals, parents and others who play a role in the lives of children with deaf-blindness; (5) assisted programs and agencies in promoting the integration of children with deaf-blindness; and (6) developed and implemented procedures to evaluate the effectiveness of services provided to children with deaf-blindness. The report discusses the project's context, activities, program evaluation, and implications for practice. Appendices include a sample registry, population map, child count data, technical assistance samples, and sample presentations/publications. (CR)

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ED 436 921

ALABAMA DEAF-BLIND PROJECT

FINAL REPORT
1995-1999

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The Alabama 1995-99 Deaf-Blind Project was a statewide service delivery program that offered both centralized and community technical assistance (TA) options to individuals and programs that served infants, toddlers, children, youth, and young adults with deaf-blindness. This project solicited, collected, maintained, analyzed, and disseminated information regarding the state's annual deaf-blind registry to appropriate local, state, and national entities for the purpose of determining TA needs of the state. The project's first priority for providing technical assistance was to the families and service providers of persons listed on the deaf-blind registry, as well as to newly identified children, families, and service agents.

The information from the registry, along with annual surveys from parents, consumers, and providers, assisted the project staff in planning technical assistance services to meet special needs of this population and their families in Alabama. The activities of this proposal were designed to assure that public and private agencies, institutions, and organizations which provided early intervention, educational, transitional, vocational, early identification, and related services to persons with deaf-blindness and their families could more effectively provide special education to persons whom they were obligated to serve.

Paraprofessionals, professionals, or related services personnel preparing to serve or serving persons with deaf-blindness were recipients of pre-service and/or in-service training which presented best practices and strategies for ensuring positive outcomes for the targeted population. Through follow-up activities, evaluation protocols, and the utilization of interdisciplinary, interagency trainer teams established by the project, replication of successful, innovative approaches for serving the child with deaf-blindness and his family were piloted and implemented throughout the state. Parents were involved in all project activities as consumers, consultants, and trainers. Consultative and counseling services to professionals, paraprofessionals, and parents were easily accessible through trainer teams geographically dispersed throughout the state. Integration of persons with deaf-blindness with persons with other disabilities and without disabilities was promoted through systems change activities and training involving administrators, service providers and agencies, educators, parents, and community entities.

Goals and objectives of the proposal have been met by pre-service and in-service training activities, individual and group consultation services, and statewide workshops and conferences where exemplary and effective strategies to work with the targeted population in the home environment, in center-based settings, and within the community were demonstrated. Products of the project promoted adaptation and usefulness to others in conducting related or similar projects and activities. Products were user specific with the activities and tools provided ranging from simple hands on demonstrations to the use of the most sophisticated technology options and opportunities, depending on available local resources, equipment, and needs of the TA recipient. Based on site visits, analysis of evaluation data, and child outcome measurements, implementation and completion of project activities appeared to significantly and positively respond to the unique special needs of the targeted population, infants, toddlers, children, youth, and young adults with deaf-blindness and their families in Alabama.

DESCRIPTION OF THE PROJECT

- Summary of goals as stated in the proposal
- Modifications to the goals/explanations

SUMMARY OF GOALS AS STATED IN THE PROPOSAL

The goals and objectives for this project were established in response to identified state needs and were supported by current and definitive research relative to strategies and techniques for more effective and age appropriate service delivery, family support, training, technical assistance, and interagency collaboration. Based on the needs and research, the project objectives responded to a large menu of services to families including counseling, home intervention, training, and family learning experiences through both group instruction and individualized family service plans. The project activities heavily supported the research information that presents the role of the parent as an advocate, leader, decision maker, parent/professional partner, and service coordinator of a life-long plan for the child with deaf-blindness. All project activities were implemented utilizing current research findings and exemplary age appropriate practices.

The Alabama Deaf-Blind Project was administered through the Alabama Institute for Deaf and Blind (AIDB) with a sub-contract to the University of Alabama in Birmingham (UAB), and housed at AIDB's Office of Health and Institutional Development (OHEO. The objectives of the project were totally supportive of the program purpose as described in the following ways:

The project provided technical assistance (TA) and training to parents and service providers in the areas of 1) diagnosis and educational evaluation of children who are likely to be diagnosed as having deaf-blindness; 2) developing programs of adjustment, education, and orientation for children with deaf-blindness; 3) consultative, counseling, and training services for service providers and families of children with deaf-blindness; and 4) preparation of a coordinated plan for each child with deaf-blindness served. This TA was provided to public and private agencies, institutions, and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children with deaf-blindness through the following specific project actions:

1. The Alabama Deaf-Blind Project provided pre-service and/or in-service training to parents, paraprofessionals, professionals, or related service personnel preparing to serve, or serving, children with deaf-blindness.
2. The project replicated successful innovative approaches to providing early intervention, educational, or related services to children with deaf-blindness.
3. The project facilitated parental involvement in the education of their children with deaf-blindness.
4. The project provided consultative and counseling services for professionals, paraprofessionals, parents, and others who play a role in the lives of children with deaf-blindness.
5. The project assisted programs and agencies to promote the integration of children with deaf-blindness with children with other disabilities and children without disabilities.
6. The project developed and implemented procedures to evaluate the effectiveness of services provided to children with deaf-blindness and the effectiveness of technical assistance activities, including the collection of data for research and evaluation purposes.
7. The project coordinated its activities with the activities of other organizations and institutions receiving funding through OSERs and with relevant agencies having responsibility to deliver services to children with deaf-blindness.

MODIFICATIONS TO THE GOALS/ EXPLANATIONS

Objective 1

a- The original project plan was to provide training and TA in AIDB's nine (9) regional centers to facilitate statewide accessibility to project activities and information. This objective was reduced to eight (8) presentations when AIDB reorganized their regional programs into 8 sites. The project was still able to address TA and training needs statewide through the regional sites

b- The original project proposal was established in collaboration with a six weeks day-care program specific to children with disabilities set up and run by parents on the Helen Keller School (HKS)campus. Because of previous project TA to local day-care programs, children previously enrolled were integrated into local day-care programs, with follow-up support provided by the project staff. This rendered a non-inclusion day-care program unnecessary. The project moved from the sponsorship of a daycare center to the sponsorship of a two week evaluation and diagnostic session on the HKS campus in conjunction with the SLI to ensure that the graduate enrollees retained practicum opportunities for hands-on experiences with children with deaf-blindness.

Objective 2

a- The original project activity relative to training an interagency, interdisciplinary trainer team at Helen Keller National Center (HKNC) in PATH(a training program targeting the lower functioning, multi-handicapped young adult{14-21})concepts called for collaborative financial support from HKNC and the state's Vocational Rehabilitation Services(VRS) program. Because of the reauthorization of the rehab act and changes in HKNC funding, the initiation of the PATH activities was delayed by one (1) year while additional resources were sought. Even with this delay, the project was able to complete the trainer team training, and provide training to the second state team as planned in the original objective.

b- The original grant referred to national assistance from TRACES and TAC. Since the new federal TA project combined the two entities into N-TAC, the project worked with this agency to determine the most appropriate state needs for assistance. Since two (2) of the major needs relative to TA from a national level had been identified as training/placement for the lower functioning child and young adult, and housing in the community as this individual transitions into a post-school environment, an agreement was made by the project and N-TAC to divide the functions with the project sponsoring PATH training and N- TAC directing its efforts towards housing. This combination was within the scope of the project's original plan.

Objective 3- At the request of the state parents' association (ADBMA), the Parent Congress was changed from a statewide event to regional activities so that more local and readily accessible dissemination of information, TA, training, and counseling could occur. In addition, a statewide conference of the parent's group was held each summer in conjunction with the Helen Keller Festival in Tuscumbia, close to Ivy Green, Helen Keller's birthplace. This event was jointly supported by the parents' organization, ADBMA, Hilton/ Perkins funds, the Liz Moore Foundation, and the project.

Objective 4-6- No modifications

Objective 7- A major modification or improvement in this objective was the increase in membership of the Alabama Deaf-Blind Coalition/Advisory Board from seven (7) members/state agencies concerned with supporting services to persons in Alabama with deaf-blindness to thirteen (13) members. The new memorandum of agreement supported significant policy changes for serving the deaf-blind.

CONTEXT

Project Background and Direction

In determining the goals and objectives of the 95-99 Alabama Deaf-Blind Proposal, the project responded to a number of state and national issues relative to specific needs and concerns in meeting educational deficits for the infants, toddlers, children, youth and young adults with deaf-blindness:

- The majority of children who were referred to the registry with suspected or verified dual sensory impairments were often "classified" by the state count as developmentally disabled, blind, deaf, or with some other primary disability. Agencies responsible for identifying and reporting these children seldom referenced the sensory status.

- Survey information on the state level and research at the national level indicated that programs and services to children with deaf-blindness have been limited in accessing appropriate training materials, curricula, and assessment tools since the 1960's. In the 1970's, although teacher-made materials were abundant, there was a lack of competence, consistency, and comprehensiveness in educational materials for students with deaf-blindness.

In the 1990's there were still service gaps in appropriate (if any) service provision to a widely dispersed population. These gaps were mainly in areas of diagnosis and evaluation, parental needs, educational and post-school placement/employment expectations, daily living and functional activities, and assistive technology for expanded educational and post-school opportunities.

- The project was instrumental in establishing a state Deaf-Blind Coalition/Advisory Board in the past funding cycle with seven (7) major state agencies signing a memorandum of agreement scantioned by the governor to support improving services to the dual sensory impaired population of Alabama. This coalition, with its expansion to 13 agencies during this 95-99 funding cycle, was expected to play a major role in assisting the project to develop strong collaborative strategies that would lead to the promotion of policy changes, improved services, and increased opportunities for the targeted population. Research supported this theory reporting that the collaborating partners find that instruction/training is better, the cost savings is considerable, and the plan meets the needs of rural agencies with small budgets and widely dispersed staff.

- At the beginning of the past project funding cycle, only 42 (32%) of the 131 educational programs in the state indicated that their system had identified, and/or were serving, children with deaf-blindness; 89 (68%) additional county and city programs had not identified children of any age with deaf-blindness in their system. This lack of identification and service provision indicated that the Alabama deaf-blind count was significantly low, and many children who were eligible for services were unidentified and under-served, particularly in the infant and post-school age groups.

During the fall of 1993, in collaboration with the Alabama State Department of Education, Division of Special Education (SDE), the Alabama Deaf-Blind Project initiated a process whereby all city and county superintendents, special education coordinators, and directors of private schools and other state agencies were asked to indicate on the state Children With Disabilities Census Report, students with, or suspected of having, deaf-blindness. The students reported were cross-referenced with those who had previously been on file with the project. The combined list was disseminated to respective public and private providers to verify accuracy of dual sensory diagnosis. This method of collaborative identification resulted in a 30 % increase for the first year in registry enrollment. Continued use of this successful identification methodology was expected to significantly improve child-find for the school age child. Data compilations and analysis from the initiation of a similar child-find plan with state early intervention entities and the state's Children's Rehabilitation Services (CRS), indicated that an improvement in identification of infants and toddlers was also beginning to show a marked increase.

- In the past grant cycle another major problem identified by surveys indicated that even when the reporting agency suspected there was an additional sensory loss, accessibility to assessment information regarding the dual loss was difficult to acquire. Because Alabama is a rural state, there were limited assessment capabilities, and, even in metropolitan areas where assessment services are available, few evaluators were skilled in assessing dual sensory problems. For this reason, it was much easier to report a more common disability on the state child count. This resulted in a significant skewing in the identification of the population of dual sensory impairments for all age groups.
- Alabama is considered a rural state with 77.1 persons per square mile. In Alabama, a significant number of children with deaf-blindness residing in these rural areas were unable to access appropriate services.
- Annually the Alabama Technical Assistance/Educational Needs Assessment is disseminated by the project to all public and private programs serving individuals with dual sensory disabilities, ages 0-21 who had submitted names to the State Census, or had been identified as potential service providers for this population. Technical assistance needs most prevalently mentioned as needing assistance were (listed in order of prevalence): 1) program resources for consumers to facilitate adjustment to sensory loss; 2) consultative resources to assist families to cope with sensory loss; and, 3) training services and resources to assist families and service providers in accessing and providing services to children with deaf-blindness, including evaluation, training, and placement.

- In addition, the Alabama Deaf-Blind Coalition distributed a Consumer Needs Assessment to determine the most pressing needs for consumers who have deaf-blindness and their families. The results of this survey indicated that pressing needs were: 1)-[infants/toddlers, ages 0-2] identification, awareness information, assessment, parent training, advocacy, knowledge and access to resources, services, guidance for school transition; 2)-[children, ages 3-15]- quality and comprehensiveness of services including communication aids, respite care, support groups, information, and counseling services;, 3)- [youth, ages 16-21]- community awareness, supportive community employment/placement experiences for students, including jobs, alternative living options, transportation, community integration, medical care, and communication training for students, parents, and community agents.

- As nationally, Alabama has a significant shortage of teachers currently qualified to work with children with deaf-blindness in the 131 school districts. The students identified with deaf-blindness as a primary disability are located in different school districts, and the individuals identified as eligible for the deaf-blind registry (verified by the state census) are located in different local education agencies. There is an obvious need for additional trained personnel.

This need will have a continued significant influence on the teacher training needs of Alabama since inclusion is a major thrust in educational planning, and a large number of these currently identified students were in the age range of 0-5 years. If integration of the child with deaf-blindness is to occur at any level, teachers with skills and competencies for serving the targeted population must be offered opportunities for training and technical assistance.

- The state considered assistive technology, if needed, a mandated service for the educational and vocational environment of a student with disabilities. For a student with dual sensory impairment, accessibility to instructional modes and materials via technology, and assistive communication devices such as large print, Braille, CD-ROMS, curricula adaptations, computers, etc. were critical to integrated programming and appropriate services.

- The conclusion of these combined needs assessments indicated significant gaps in areas of education and support services which impacted the quality of life individuals with deaf-blindness were able to experience as adults. Current research, the teacher needs within the school districts, paired with the needs of the parents and families, indicated a need for a technical assistance model in Alabama that was collaborative, comprehensive, and multi-faceted to address the diverse needs of all age groups.
- Because of the large and diverse geographic nature of the state of Alabama, the predominantly rural residences of the population, and the need for statewide integrated, community programming, the Alabama Institute for Deaf and Blind (AIDB) established eight regional centers serving the sensory impaired citizens of the state Each center has a director, outreach personnel, parent advisors, and other staff as needed by the particular community. All regional centers serve infants and toddlers, 0-2, and school age children and youth, ages 3-21. Services include child find, home and center-based intervention, interpreter services, counseling, resource referrals, and parent and teacher training. Five of the centers serve adults with sensory disabilities, including the aging sensory impaired. These centers are a part of the Institute's Office of Health, Evaluation, and Outreach (OHEO).

The Alabama Deaf-Blind Project, as a part of AIDB's statewide system of services, was able to cost effectively interface with the mission of the Regional Centers and utilize its resources to supplement, access, and coordinate with the services already provided by the programs in existence in the eight regions. - The objectives of the 95-99 application were implemented throughout the state through close collaboration with these regional centers.

DESCRIPTION OF HOW THE GOALS WERE ACCOMMPLISHED

The 1995-1999 Alabama Deaf-Blind Project focused upon improving education and related support services to infants, toddlers, children, and youth with deaf-blindness in Alabama through a statewide technical assistance network. For the purposes of efficiency and maximum statewide effectiveness, this TA network successfully achieved its goals by the utilization of existing state resources and support through such partners as the University of Alabama in Birmingham (UAB), the Alabama Institute for Deaf and Blind (AIDB) main campus, eight statewide AIDB regional centers, and various collaborating service and community agencies within the state. Regional and national programs such as Helen Keller National Center (HKNC), Hilton/Perkins (H/P) Deaf-Blind Projects, and the National Technical Assistance Consortium (NTAC) were also utilized to ensure project activities were relevant to national issues, and project products, strategies, and best practices could be replicated. Through collaboration and interfacing with statewide services provided by the Alabama State Department of Education, Division of Special Education(SDE), the Alabama State Department's Division of Vocational Rehabilitation Services(DVRS), the Alabama Part H project, the statewide parents' group, Alabama Deaf-Blind Multi-disabilities Association (ADBMA), the Alabama Deaf/Blind Coalition, and other appropriate agencies, the project's activities significantly improved the quality of services to persons who are deaf-blind, and their families in Alabama .

The project accomplished goals and objectives by involving parents, professionals, paraprofessionals, and pre-service personnel preparation programs in actions and collaborative endeavors where working and learning together enhanced and improved services and opportunities for persons with deaf-blindness, their families, service providers, and community agents such as employers, medical clinics, recreational facilities, etc. Technical assistance and training included early identification and functional evaluations/assessments; development of technology and communication strategies; development of protocols for supporting functional education plans for consumers, families and service agents; providing avenues for enhancing skills for related service providers, including job coaches; and supporting integration and transition of consumers into full community participation. Technical assistance services were identified each project year through an analysis of annual needs assessment surveys acquired from consumers, professionals/paraprofessionals, parents/families, and state and local community agents, including employers and community housing representatives.

In this project cycle, the Alabama Deaf-Blind Project used a four-prong approach to accomplish its goals and objectives. These were:

- Development of a process through agency/parent/consumer cooperative efforts where child identification of the population and its needs were improved and increased;
- Implementation of awareness activities that ensured that school and program administrators, legislators, parents, employers, and community agents were aware of the special needs of this population and participated in necessary training, reform, and systems change to improve services and outcomes;
- Continued provision, on an on-going basis, of research-based, up-to-date- information, technical assistance, and support to service providers/parents so that complete and appropriate services to the targeted population were available statewide and easily accessed in both urban and rural settings.
- Establishment of an easily accessible centralized resource center where materials, technology, and assistive devices were available for loan, training, production, and replication.

The major project outcomes relative to these approaches included the following:

- A raised census count from (1995 count #)_____ to384 (34% increase);
- Piloting of new census form per national deaf-blind registry.
- Incorporation of a 1-888 number for information and referral;
- Increased membership in the interagency Deaf-Blind Coalition project advisory board from 7 major state agency members to 13 with each agency signing an agreement submitted by proclamation from the Governor to support improved and collaborative services to the targeted population;
- Establishment of interdisciplinary, interagency and parent trainer teams to build the capacity for timely and appropriate responding to identified local and state TA needs;
- Establishment of a "cookbook" media center that (1) houses research information and data analysis, best practice protocols, strategies, evaluation and assessment instruments, referral resources, training materials; and, (2), is capable of developing user specific training and instructional tools such as computer generated training kits, procedural manuals for replication activities, transparencies, CD's, Video tapes, switches, etc.
- Establishment of a statewide trainer team of interpreters, the Alabama Deaf-Blind interpreter Trainers (ADBIT), for increasing skill levels throughout the state in interpreting for the deaf-blind consumer in the classroom and in community settings.
- Utilization of UAB graduate students through the SLI in an annual two week summer assessment camp to provide assessment and evaluation of individuals from around the state, ages 0 – 21, with , or suspected of having deaf-blindness.
- Establishment of a protocol for distance learning training (Braille teleconference for parents/paraprofessional) by utilizing the IITS.

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- Expansion , for replication and demonstration purposes, SLI training concepts to West Virginia and Iowa.
- Establishment of data collection/analysis procedures for evaluating and measuring outcomes relative to TA recipients and the deaf-blind consumers served.

To ensure immediate and positive impact and progress for deaf-blind consumers, these materials were continually shared, demonstrated, and used in training with all state collaborating partners, other deaf-blind projects, D/B Link and other national programs; these products were also tested and improved through presentations and trials with the teacher/professional/parent trainees enrolled in pre/post graduate classes offered at the annual Summer Learning Institute (SLI) for persons who are working with or have the potential to work with the child with deaf-blindness.

The 95-99 Alabama Deaf-Blind Project provided technical assistance (TA) and training to public and private agencies, institutions, and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children with deaf-blindness through the following specific actions:

8. Through the annual Summer Learning Institute, 8 regional workshops, individual TA requests, and the development of state trainer teams, the Alabama Deaf-Blind Project **provided pre-service and/or in-service training to parents, paraprofessionals, professionals, or related service personnel preparing to serve, or serving, children with deaf-blindness**. This TA was based on annual needs' assessments and specific requests that came into the project office as information regarding project services was disseminated. Project personnel, training teams, and consultants were used to deliver TA.

9. **The project replicated successful innovative approaches to providing early intervention, educational, or related services to children with deaf-blindness**. Protocols were developed for all TA activities to ensure that replication of best practices and strategies based on current research occurred. Interagency, interdisciplinary trainer teams were established throughout the state to perpetuate and expand skills to persons working with deaf-blind persons and their families. Project activities utilized technological avenues, including distance learning and media presentations, to enhance instructional and learning strategies.

10. **The project facilitated parental involvement in the education of their children with deaf-blindness**. Under the sponsorship of the project, parents from the state parents' association, ADBMA, provided training and support to parents and families in all eight regions of the state relative to overlay disabilities, IDEA, fundraising, the project's services, and accessing needed counseling or referrals. Parent contacts were identified in each of the 8 state regions to serve as peer counselors, act as liaison between the project's Parent Activities Coordinator, to disseminate information, and to assist in accessing resources/referrals. The project facilitated parental involvement in all aspects of project activities.

4. **The project provided consultative and counseling services for professionals, paraprofessionals, parents, and others who played a role in the lives of children in Alabama with deaf-blindness.** The project provided extensive training and consultation services for personnel working with persons/families with deaf-blindness. The activities of this objective ensured that instructors working with persons with deaf-blindness throughout the state were informed of services from the project and had the opportunity to access TA and training activities to meet their unique needs.

The project also provided continuous and comprehensive training/consultation/counseling services to families. The activities of this objective stressed support to families of children with deaf-blindness to empower them to be able to cope appropriately with the growth and development of their child and to access needed resources. A major focus of the grant was to train and utilize parents as peer counselors, service advocates, job coaches, and competent service coordinators of their child's life-long plan.

In addition to scheduled training and TA, consultation services were provided to programs involved in personnel preparation of instructional personnel who will be working with, or preparing to work with, the child with deaf-blindness. The activities of this component ensured that professionals and paraprofessionals had access to credit and non-credit training on pre-service and in-service levels relative to the needs of the targeted population. Parents participated in this training both as enrolled students and as recipients of special training certificates.

5. **The project assisted programs and agencies to promote the integration of children with deaf-blindness with children with other disabilities and children without disabilities**. Project staff, consultants, and members of trainer teams established by the project were easily accessed by parents and professionals to assist in designing integrated personal futures' plans for the state's population of deaf-blind children. This participation occurred via staff development training, state and regional workshops and conferences, and when requested by parents or service providers in the development of IEP' s, transition plans, and futures planning.

Through training activities of the project, parents were increasingly involved in the evaluation and assessment process, and became significant members of planning teams to determine educational strategies that promoted the child's development and integration into school and community activities. Parents became committed to long-term involvement and advocacy for their child, and were able to help professionals learn to value parent input and participation as having positive impact on the building of a successful and progressive learning environment for the child. The family was increasingly viewed as the primary source of information about the child to assist in building successful action plans for each child and his family.

6. The project developed and implemented procedures to evaluate the effectiveness of services provided to children with deaf-blindness and the effectiveness of technical assistance activities, including the collection of data for research and evaluation purposes.

The project was evaluated in terms of the outcomes of the objectives and the process of service delivery. For a number of objectives, success was determined by the straightforward completion of a task with the evaluative data being a product that is the direct result of a defined activity (e.g., completion of the registry report). To determine the effectiveness of the project, evaluation strategies addressed four levels of examination:

1. The satisfaction of parties receiving service;
2. Newly acquired knowledge of parties receiving service;
3. Implementation of newly acquired knowledge or skills by parties receiving service;
4. The impact on children with deaf-blindness as evidenced by observable change.

Satisfaction of Parties Receiving Service Newly - The project evaluated the satisfaction of the parties receiving services for all technical assistance needs, such as contracts, home consultation, counseling, workshops and credit courses.

Evaluation forms were used in all technical assistance activities at the completion of an activity. In addition to a recipient's degree of satisfaction, the completed from also provided information about the performance of the technical assistance provider or consultant, how the technical assistance could be improved, and whether the recipient had need for further assistance. Forms with a similar format were sent to families receiving training or home consultation. The project used the information to adapt service delivery to best meet the needs of the recipients, to offer feedback to staff or consultants who provided technical assistance, and to determine future training needs.

- **Newly Acquired Knowledge of Parties Receiving Service** - The project evaluated the newly acquired knowledge of parties receiving service at training events which feature awareness activities and specific skills development. A pre-test and post-test procedure was used and the results analyzed to determine a percentage of knowledge gained. As appropriate, trainees were also asked to demonstrate a specific skill in hypothetical or role-play situations. For example, a trainee might have been required to write an educational plan from the results of an ecological inventory or to demonstrate sighted guide techniques. The trainer used task analysis criteria to determine a trainee's level of proficiency in the demonstration. The project used the information from such evaluations to adjust training content and format to most effectively impart the intended knowledge and skills.

Implementation of Newly Acquired Knowledge or Skills - The project evaluated implementation of newly acquired knowledge or skills by parties receiving service through observations by technical assistance providers and/or self-evaluation by recipients. Trainers or technical assistance providers made follow-up visits to a 20% sample of recipients. The follow-up evaluation for the sample consisted of a listing of skills to be observed and four levels of implementation. Ratings of the degree of implementation were determined by the observer.

When follow-up visits were not possible, recipients were asked to evaluate their own level of implementation through a questionnaire, video presentation, or telephone interview. Such data was not felt to be as accurate as those collected by objective observers, but did provide information that was useful to the trainers or technical assistance providers. The project used the results from the implementation evaluations primarily to determine the effectiveness of the service provided for a particular recipient. An analysis of the results from various training sites also provided some insight as to the skill level of individual trainers and recipients, the most effective means of training, and learning styles. In addition, the analysis assisted in determining future needs, adapting technical assistance for specific site personnel, and developing consultation formats.

Impact on Children with Deaf-Blindness as Evidenced by Observable Change – The impact on children with deaf-blindness as evidenced by observable change was evaluated by a sample of children at sites where project staff or consultants provided technical assistance.

The project staff and technical assistance recipients obtained information from home environments, community environments, and classroom data. In such cases, the classroom instructor/consultant conducted assessments of each pre-school/child/youth at both the start and completion of intervention. Instructional plans were written by the instructor/consultant with observable measures of attainment or success. Information was analyzed to determined percentage of gain. The project used the data to determine whether the intervention did positively impact the recipient.

A quarterly review of general office records and data also provided the project with information that was useful in program planning. Such information included: ***who were the most frequently requested consultants, and what were the most requested training topics, which resource materials were in the most frequent circulation, at what periods of the year***

was technical assistance most requested, and from which areas of the state were requests coming. Summaries of all evaluations were included in the project's end of the year report.

These summary results of state needs assessments and evaluation recommendations were submitted to the federal project officer and the state project advisory board for review via the continuation grant report.

SUMMARY OF EVALUATION DATA

- Listing of agencies and programs to which letters are sent regarding Child Find
- Record of referrals and completed deaf-blind registry forms
- Completed federal registry report
- Record of referral sites and referrals relative to Child Find
- Completed technical assistance request forms and technical assistance agreements, record of number of staff providing/receiving assistance, summary of technical assistance evaluations, and report of proficiency and/or implementation.
- Record of the number of families and agencies contacted for transition service training and other support services.
- Record of recommended resources and dissemination relative to transition training and needs
- Record of contacts for technical assistance for pre-school/school-age/transition age children
- Record of the number of staff receiving training at the best practice sites, summary of satisfaction surveys, report from training site, and report of proficiency and/or implementation.
- Record of the number of sessions family members met with the counselor and summary of satisfaction surveys.
- Record the number of sessions attended by parents and summary of satisfaction surveys.

- Record of products, publications, and dissemination, and mailing lists.
- Listing of acquired or developed materials
- Record of number of information packet requests and topics requested, and mailing log.
- Record of referrals to appropriate information sources.
- Record of bi-annual meeting dates and meeting minutes
- Record of advisory board recommendations and report of implementation of appropriate recommendations.
- Dissemination of information for replication, statistical records, and training results.
- Dissemination of 500-1000 parent newsletter quarterly with ADBMA
- Identification of infants, toddlers, children, youth and young adults (ages 0-21) with deaf-blindness in Alabama.

The database for census and surveys concerning the total project was used for many purposes. When a family or service agent/agency called the data base collection site relative to a child, the following information was recorded: demographics, medical information and history, services presently being received, community services needed, community resources already used, information needed, referrals needed, training needed, and follow-up from training and surveys. Advisory board and staff analyzed the data for qualitative and quantitative information that directly affected the direction and scope of future project activities. The database used was similar to the medical model for physician referrals where items entered into the database were calculated upon command for review. Information disseminated by the project via newsletters, presentations, publications, and reports was based on the project data collection.

This information provided training /data collection and analysis for the accurate identification /registry /referral of infants, toddlers, children, youth and young adults with deaf-blindness. The data was used to identify/research/ validate service needs, resources, and best practices/strategies to develop appropriate and improved planning for future educational and community living for persons with deaf-blindness in Alabama. This detailed database was used as a community resource guide, for census information, research on Alabama needs and services, and for parent networking. Data base information was gathered through referrals, surveys, observations, and other networking interchanges. Reports from the data collection, both quantitative and qualitative, were analyzed and disseminated for project modification and dissemination.

7. The project coordinated its activities with the activities of other organizations and institutions receiving funding through OSERs and with relevant agencies having responsibility to deliver services to children with deaf-blindness. The project initiated and maintained collaboration with the following state and federal resources and organizations/ agencies that played a significant role in accomplishment of project's objectives and activities. This collaboration promoted greater accountability and cost effective responses to consumer needs. Resource pooling provided more adequate and comprehensive services, reduced costs, and avoided duplication of services.

The project had an on-going plan of dissemination of information via its collaborating partners. Through the project, families and service providers had timely access to current resources at little or no cost, and a supportive and informational link with other parents giving families opportunities to learn from one another.

- **Alabama Deaf-Blind Coalition**

A major source of on-going coordination occurred through the quarterly meetings of the Alabama Deaf-Blind Coalition/Project Advisory Board where the project accessed and reported to state and regional representatives and parents. This organization ensured that the project was able to maintain communication and input from an active network of parents and service agencies.

Through maintenance and utilization of input from the project advisory board members, families and service providers had an avenue to participate in the planning and monitoring of services to children with deaf-blindness ensuring that the project activities were implemented in an effective and appropriate manner. This board also served as an outside evaluation team for the project and as an on-going advisory board.

- **Alabama Institute for the Deaf and Blind (AIDB)**

The project depended on a strong administrative and service collaboration with AIDB. Partnership efforts included housing of an administrative office and media center, consumer assessments, child-find and identification support, site training support including facilities and staff consultative services, TA with all levels of technology including analysis of needs, planning for technological improvements, and training in use and maintenance of media and office equipment utilized by the project.

- **The Hilton/Perkins (H/P) Project**

The H/P project has supported professional pre-service training in Alabama for the last 6 years. Support from this project includes H/P staff participation in SLI and other graduate classes as well as at the H/P Center in Boston, support for practicum sites in classrooms for students who are deaf-blind, and student stipends, as well as parent training. Local resources such as the Liz Moore Low Vision Center, AIDB, the Alabama State Department of Education (SDE), and UAB have combined with H/P dollars to sponsor the annual pre-post-service Summer Learning Institute. This has been an extremely successful activity, serving over 100 Alabama participants with parents and families participating in class activities. The state parents group also received funds from H/P, with objectives of parents' activities and the project mutually supporting one another.

- **Helen Keller National Center (HKNC) and the National Consortium of Technical Assistance (NTAC)**

These projects have been long-term partners in providing services to the Alabama deaf-blind consumer and his/her family. These agencies assisted the project in developing the interagency coalition that is on-going as a service advocacy entity as well as the project's advisory board. Both agencies provided training to project staff, parents, and professionals in such areas as the concepts and strategies of personal futures planning, parent advocacy, PATH, and communication methodologies. Skills learned in these workshops have been passed on to other parents/professionals throughout the state. National and regional staff from these programs have acted as training and mentoring support for Alabama trainees, including parents. The project director was, and continues to be, a state affiliate representative of HKNC.

- **Alabama's Early Intervention System (AEIS)**

The state Department of Rehabilitation Services, Part C interfaced with the project through annual in-service and pre-service workshops at the state conference and at regional sites according to CSPD guidelines and needs. Current collaboration endeavors based on the state plan included the following components:

1) public awareness to promote improvement of services
2) family focus/inclusion in planning activities
3) childfind/referral process/data collection/analysis
4) service coordination/interagency collaboration, and

5) services to at-risk children.

6) ICC – Personnel Preparation Committee – Mary Jean Sanspree was appointed by the Governor of Alabama

- **Division of Vocational Rehabilitation Services (DVRS)**

While DVRS was the lead agency for early childhood Part C, project activities that deal with young adult activities were heavily dependent on collaboration with DVRS as it related to establishing qualified trainer teams, parent training, and consumer services implementation. The assistant director of the agency chaired the Alabama Deaf-Blind Coalition/Advisory board, which is, also, the contact for implementing housing efforts relative to transitioning young adults into the community. Other examples of supporting efforts included co-funding the interpreter training activities, participation in the PATH training, and parent training such as the Parent Congress (***representatives from all 67 counties met at a 2 day conference to develop resource directories, network, and determine needs),*** and the Parent University ***(a one day seminar that was dedicated to teaching parents computer skills).***

- **State Department of Education (SDE)**

In Alabama, the SDE was an integral component of the project's activities. Special Education concerns were represented in 2 of the 3 strands of the project's population (ages 2-21). The SLI, site training, critical intervention TA (request from a school or individual), registry collaboration, and participation on the coalition and advisory board were only a few of the cooperative endeavors between the 2 agencies. A letter for December 1 count was sent to all special education coordinators from the State Superintendent of Education to ensure full support and cooperation.

- **ADBMA(state parents' group)**

The project worked cooperatively with the state and local parent groups to improve services and opportunities to the deaf-blind person and his family. Parents were involved in all aspects of the project including planning, training, information collection and dissemination, counseling, etc. The project continually promoted parent-initiated activities and development of self-advocacy skills. Feedback to the project from parent representatives (parent contacts) from regional sites around the state assisted the project in developing or modifying services to be more responsive to family needs.

Statewide parent conferences (parent Congress) were sponsored by the project during its first two years and the previous two years of the 93-95 project. Based on data collected from parent surveys and other contacts, the parents requested that this event be changed to regional parent training to more fully respond to local needs and allow accessibility to more families who were unable to attend the Congress. The annual state meeting of ADBMA was still held in conjunction with the Helen Keller Festival. Over 500 – 1000 newsletters were disseminated for ADBMA quarterly by the project.

All of the above state and federal agencies were members of the project's advisory board as well as the Alabama Deaf-Blind Coalition, assuring continual dissemination of information and awareness of project activities and impact.

DESCRIPTION OF PROBLEMS, SOLUTIONS, LESSONS LEARNED

Objective 1

a- The original project plan was to provide training and TA in AIDB's nine (9) regional centers to facilitate statewide accessibility to project activities and information. This objective was reduced to eight (8) presentations when AIDB reorganized their regional programs into 8 sites. The project was still able to address TA and training needs statewide through the regional sites

b- The original project proposal was established in collaboration with a six weeks day-care program specific to children with disabilities set up and run by parents on the Helen Keller School (HKS)campus. Because of previous project TA to local day-care programs, children previously enrolled were integrated into the local sites, with follow-up support provided by the project staff. This rendered a non-inclusion day-care program unnecessary. The project moved from the sponsorship of a daycare center to the sponsorship of a two week evaluation and diagnostic session on the HKS campus in conjunction with the SLI to ensure that the graduate enrollees retained practicum opportunities for hands-on experiences with children with deaf-blindness.

Objective 2

a- The original project activity relative to training an interagency, interdisciplinary trainer team at Helen Keller National Center (HKNC) in PATH(a training program targeting the lower functioning, multi-handicapped young adult{14-21})concepts called for collaborative financial support from HKNC and the state's Vocational Rehabilitation Services(VRS) program. Because of the reauthorization of the rehab act and changes in HKNC funding, the initiation of the PATH activities was delayed by one (1) year while additional resources were sought. Even with this delay, the project was able to complete the trainer team training, and provide training to the second state team as planned in the original objective.

b- The original grant referred to national assistance from TRACES and TAC. Since the new federal TA project combined the two entities into N-TAC, the project worked with this agency to determine the most appropriate state needs for assistance. Since two (2) of the major needs relative to TA from a national level had been identified as training/placement for the lower functioning child and young adult, and housing in the community as this individual transitions into a post-school environment, an agreement was made by the project and N-TAC to divide the functions with the project sponsoring PATH training and N- TAC directing its efforts towards housing. This combination was within the scope of the project's original plan.

Objective 3- At the request of the state parents' association (ADBMA), the Parent Congress was changed from a statewide event to regional activities so that more local and readily accessible dissemination of information, TA, training, and counseling could occur. In addition, a statewide conference of the parent's group was held each summer in conjunction with the Helen Keller Festival in Tuscumbia, close to Ivy Green, Helen Keller's birthplace. This event was jointly supported by the parents' organization, ADBMA, Hilton/ Perkins funds, the Liz Moore Foundation, and the project.

Objective 7- A major modification or improvement in this objective was the increase in membership of the Alabama Deaf-Blind Coalition/Advisory Board from seven (7) members/state agencies concerned with supporting services to persons in Alabama with deaf-blind to thirteen (13) members. The new memorandum of agreement supported significant policy changes for serving the deaf-blind.

The apparent solution to almost any problem with project activities centered around the strong collaborative structure of the project and its partners. The network of service providers and parents established by the Alabama Deaf-Blind Coalition allowed the project to easily access state and local support, advice, and alternative solutions to unexpected obstacles and needs that were not only cost effective, promoted systems change, and enhanced and expanded opportunities for the deaf-blind child and young adult in home, educational, vocational, and community environments.

IMPLICATIONS FOR POLICY, PRACTICE, AND RESEARCH.

The project proposal's primary goal was directed toward building the capacity of the state and local education agencies to have increased knowledge and understanding of educational problems, issues, and effective strategies, so that they would provide, improve, or expand services and outcomes to individuals with deaf-blindness and their families. Accomplishing this goal required systemic change and school reform in the state through strong collaborative efforts between the Alabama Deaf-Blind Project and service/educational programs throughout the state. It also required continual support and involvement of parents and families at all levels in all project activities. The project utilized a service delivery model based on provision of state, regional, local, and individual TA to accomplish objectives.

The project 's goals and objectives were based on priorities that ensured that each child on the registry had access to a high-quality individual program of services and support to meet developmental and educational needs, and parents and families were involved in program planning. The proposal 's objectives also supported the concept that deaf-blindness is a disability of such severity and of such low-incidence that local school districts and early intervention programs lacked qualified personnel with needed training and experience to appropriately serve and place these children. TA activities of this proposal were designed to build the capacity of State and local agencies to facilitate the achievement of improved outcomes by children who are deaf-blind, and their families.

Project activities impacted all of the 359 individuals/families currently on the deaf-blind census, all 67 counties in the state, 131 school districts, and other public/private providers. Successful completion of project activities offered significant contributions to system change and school reform in serving persons with deaf-blindness within the state and nationally.

In Alabama's schools, as nationally, the majority of school systems have inadequate services for a low incidence population such as deaf-blindness. Changing the system required major shifts in commonly held mindsets about education and how education was approached. Fundamental changes included curriculum revisions, instructional methodology changes, innovative assessment tools, policy changes, changes in attitudes, etc.

To accomplish change/reform the project involved stakeholders, including administrators, in a process of dialogue and problem resolution that identified functions essential to creating a new learning system and demonstrated solutions and process for achieving this goal. Both legislative and administrative support was necessary to access funding, support, and authority for implementation of a systems change and school reform process. Project activities specifically targeted this level of involvement through intensive education and awareness activities relative to the needs of the population to be served and the benefits that would occur as a result of change.

The project formed partnerships and developed cooperative activities with state programs, regional service centers, educational laboratories, and consortia of local educational agencies so that specific training and high quality TA efforts were infused into current systems of service such as Part C, Part B, Vocational Rehabilitation, PTI centers, etc.

The project provided (TA) and training to administrators, parents, community entities, service providers, public and private agencies, institutions, and organizations providing services to children with deaf-blindness through the following specific project actions:

- The Alabama Deaf-Blind Project worked cooperatively with state and local educational agencies, and administrators to collect and analyze research and program data, and to promote systemic change goals and school reform to enhance the state's capacity to improve services/outcomes for children with deaf-blindness and their families.

- The project provided TA, information, and pre-service and/or in-service training to administrators, parents, paraprofessionals, professionals, related service personnel, and community agents and programs to ensure that necessary skills, knowledge, and best practices were utilized in effectively serving the targeted population.
- The project facilitated parental involvement in the education of their children with deaf-blindness ensuring that needs of families of children were addressed.
- The project developed and implemented procedures to evaluate the effectiveness of technical assistance activities and services provided to children with deaf-blindness, including the collection of data for program planning and research/evaluation purposes.
- The project facilitated ongoing coordination and collaboration with State and local educational agencies and other relevant agencies/organizations to promote service integration that enabled children with deaf-blindness to receive services in natural environments and inclusive settings, as appropriate.

Goals and objectives of the proposal were met by pre-and in-service training activities, individual and group consultation services, and statewide/local workshops and conferences where exemplary and effective strategies to work with the targeted population in home, center-based, and community environments were demonstrated to parents, paraprofessionals, professionals, related service providers, and other supportive community entities. Products were developed for each objective and included, as appropriate, such items as procedural manuals, protocols for training/replication, overhead transparencies, CD's, video tapes, presentation kits, etc. utilizing technology tools and best practices/strategies. Products of the project promoted adaptation and usefulness to others locally, statewide, or nationally in conducting related or similar projects and activities. Products were user and program specific with the activities and tools ranging from simple hands-on demonstrations to the use of the most sophisticated technology options and opportunities, depending on available local resources, equipment, and needs of the TA recipient.

The dissemination of information about products and project tools was a key to ensuring substantial utility of project products. The goal of all dissemination activities was utilization. Products were developed by the project to match the needs of the target audiences. The content, media, formats and language used in the products were geared toward getting the outcomes into the hands, minds, and activities of these target audiences. Principles of dissemination that were practiced by the project included such activities as involving potential users in planning and implementation of activities and functions, ensuring that products were comprehensive enough to sufficiently cover needed information , that they were distributed at timely intervals, and that recipients shared in responsibility for dissemination.

Some of the methods of dissemination were through the agency members of the Coalition, parent groups, presentations to university classes, and demonstrations at meetings such as CEC, ARC, UCP, etc., which also effectively enlarged the usefulness and benefits of project products for other populations. The project continually reviewed dissemination methods at periodic intervals via a dissemination inventory to determine effectiveness of current efforts.

Project activities relative to early intervention, educational, and related services to children with deaf-blindness focused on administrators, teachers, paraprofessionals, related services providers, and parents. The results/outcomes gained included:

- Increased parent/family involvement/participation/services
- Improved and increased identification, including both diagnosis and educational evaluation
- Improved programs for adjustment, education, transition, and orientation

- Increased services to the families
- Coordinated and comprehensive plans for each child
- More effective special education as a result of more effective pre-service/ in-service training
- Individuals with deaf-blindness included/integrated into natural environments
- Learning experiences for consumers, parents, and professionals significantly enhanced by the use of effective technology

Utilization of the state's educational networks for interactive classrooms that are linked through a statewide "bridge" reached prospective teachers and families in even the most isolated environments. Video conferences and distance learning presentations provided increased opportunities for rural participation in project activities. Video taping of information and training also increased the likelihood that special groups such as school and program administrators, medical personnel, and placement sites/employers had access to products and information. Technologically supported and adapted voice programs which provided voiced components were made available as needed.

The following information is a summary of state and national findings that were used to support the determination of the Alabama project's objectives:

Awareness: Program administrators, school principals, agency directors, medical personnel, and other supervisory, management, or treatment personnel were seldom involved in program planning or awareness training relative to needs of low-incidence populations such as individuals with deaf-blindness. Consequently, effective program development and school reform were seldom directed at ensuring that comprehensive and appropriate educational situations were available to individuals with deaf-blindness and other low incidence disability groups.

Census for the Deaf-Blind Population: The majority of children who might be referred to the census with suspected or verified dual sensory impairments were often "classified" by the state count as developmentally disabled, blind, deaf, or with some other primary disability. Agencies responsible for identifying and reporting these children seldom referenced the sensory status.

National surveys indicated that the majority of educators, medical personnel, service providers, and even parents were unfamiliar with the etiologies and special needs of deaf-blindness. Such terms as rubella, post-rubella syndrome, Charge Syndrome, Cytomeglavirus, Goldenhar etc. were seldom referenced in medical or educational classrooms or parent training seminars. Consequently, other symptoms often masked the dual sensory impairment and led to a missed diagnosis, or, at best, an incomplete diagnosis of the disability.

- **Products:** Programs and services to children with deaf-blindness were limited. Although teacher-made materials were abundant, there was a lack of standardization, research, diversity, depth, continuity, and competence in educational materials for students with deaf-blindness.
- **Services:** There were still gaps in education, training, and service provision to this widely dispersed population. Research indicated that these gaps were mainly in areas of communication, diagnosis/evaluation, parental education, post-school placement/employment expectations, daily living/functional activities, recreation/ leisure opportunities, and appropriate technology options.
- **Unskilled Service Providers**: Over 37% of the teachers serving students with sensory impairments were not fully certified, while the number of sensory impaired was increasing. In addition, Alabama was/is a rural state with approximately 77 people per square mile, and skilled personnel were difficult to find in this environment. Even in heavily populated urban areas, however, teachers, service providers, service agencies, including parents, were seldom skilled in determining or meeting the needs of persons with deaf-blindness.

Unfortunately, pre-service/ in-service training/TA programs were more often directed toward generic competencies relative to working with individuals with disabilities. In many states that are supporting classroom inclusion for the child with a disability, skills for working with children with deaf-blindness were seldom "included' in skill development requirements. For this reason, service agents and family members were unable to provide/access appropriate assessments, find diverse and satisfactory school, living, and community placements, or find support services needed for optimum progress.

In addition to direct training and educational needs for the individual with deaf-blindness, there was a critical need for training of personnel to ensure access and accommodations for persons who are deaf-blind in hospitals, clinics, professional offices, hotels, and other community environments. Also, while monumental strides had been made in use of interpreters for persons who are deaf, very little recognition was given to meeting the one-on-one interpreter needs of persons with deaf-blindness. Even when there was awareness of the need, interpreters who were skilled/experienced in working with the person who is deaf-blind were sparse, if available at all.

- **Parental Involvement:** The emphasis of all project objectives was to educate parents about things they can do to support learning/success for their children and teach them how to become organized, active stakeholders in school reform .
- **Agency collaboration:** Current concerns over accountability and economic problems of school systems, universities, and local school districts indicated a need to investigate possibilities of pooling resources so that programs can provide more adequate and comprehensive services, reduce costs, and avoid duplication of activities. It was reported that the participants/presenters involved in collaborative activities feel instruction is better, the cost

savings is considerate, and the plan meets the needs of rural agencies with small budgets and widely dispersed staff.

- **Information Dissemination:** Dissemination ranges from "getting the word out" to a focus

on seeing new knowledge or products from creation all the way through implementation by intended users. The goal of all dissemination should be utilization. Research indicated that broad dissemination was needed for us to know what we had learned from our investments in education, so that we could determine what else we needed to know

- **Impact Evaluation/Accountability**. Even though accountability has always been a basic concept in public education, ideas about how to successfully accomplish it have changed over the past few decade. Currently, In the Alabama project a combination of tools or indicators were used to make educational programs responsible and responsive. Some of these indicators were staff competency, parent satisfaction, monitoring student progress, ability to detect problems, validity/reliability of results, and interpretation of collected data.

- **Increased parent/family involvement/services**- Parents were involved in the assessment process, became significant members of planning teams, and were involved in educational strategies to promote their child's development. Parents were given opportunities to network and support each other as advocates and support workers. Parents were included in all technical assistance and training provided to teachers and service providers. Parents were used as participants, in planning activities, as peer counselors, as workshop presenters, as resource and networking contacts, and as community placement agents. This utilization of parents in these many roles ensured lifelong planning, interagency collaboration, and increased permanent committed manpower in both rural and urban environments

- **Improved and increased identification, including diagnosis/educational evaluation-**Both parents and service providers became knowledgeable of the special needs of the targeted population and how to access or develop resources to address assessment and training needs.

- **Improved programs for adjustment, education, transition, and orientation for children with deaf-blindness-**Service delivery options and opportunities were more accessible in schools and in community environments as a result of community awareness activities, expanded parent and provider training, and improved service delivery using best practice strategies.

- **Coordinated and comprehensive plans for each child-**Emphasis on collaboration and coordinated planning led toward cost effective, inclusive, and comprehensive programs, with realistic goal setting and efficient utilization/pooling of resources.

- **More informed and knowledgeable administrators/professionals/service providers-**Training and TA produced informed service providers, parents, and administrators who were easily accessed for the provision of quality services to children with deaf-blindness and had the capacity to initiate school reform, systems change, and to improve services to the targeted population.

- **More effective special education-**Qualified/trained personnel from regular and special education utilized best practices and strategies to ensure that children with deaf-blindness received age-appropriate experiences in integrated environments. Personnel were trained to replicate and expand use of successful innovative approaches. All TA activities were centered around a self-perpetuating concept so those recipients of training could become trainers. This "trickle down" effect was a critical part of ensuring that rural and economically impoverished state areas will have access to all project services. This increased competency of educators promoted ultimate child functioning in an inclusive natural environment, leading to improved opportunities and adult lifestyles for the targeted population.

- **More effective pre-service and in-service training provided**-TA and training was targeted toward both regular and special education. Since project activities were based on needs determined by state surveys, assessments, and additional information obtained from feedback from past project endeavors, in-put from agencies serving the targeted population via the Deaf-Blind Coalition, and analysis of data collected from follow-up activities relative to outcomes of former TA efforts, pre-service and in-service efforts more effectively addressed the specific unique and special needs of persons working with the targeted population. Professionals, paraprofessionals, parents, and agencies serving or preparing to serve the targeted population received training and technical assistance that enabled them to more effectively provide comprehensive services.

- **Individuals with deaf-blindness included/integrated into natural environments** Because of project TA to a variety of service agents and environments, including regular education, school administrators, employers, and related service providers, community attitudinal changes and increased service skills increased the options and opportunities available for educational and social integration locally and statewide.

- **Learning experiences for consumers, parents, and professionals significantly enhanced by the use of effective technology:** The project usde technology to ensure access to user specific materials and programs. Training of project participants in the use of technology to develop instructional media/assistive devices/replication protocols was a major focus in all project activities. Products were developed for each objective and included, as appropriate, such items as procedural manuals, protocols for training/replication/overhead transparencies, CD's, video tapes, presentation kits, etc. utilizing technology tools and best practice strategies.

Essentially, the project will interface with all providers in the state that serve children who are deaf-blind and multi-disabled utilizing such research-based strategies as linked organizational objectives, shared goals-recognition of valued commodities, interdependence, institutional environmental scanning, strategic planning, administrative commitment, knowledge, and support. Some samples of general strategies that are specific to working with the dual sensory impaired included reading and writing in Braille and large print, print-on-palm, fingerspelling, tellatouch, braillephone, analphabet glove, etc. Since each individual person with deaf-blindness needed a unique communication and learning circumstance, the project's goal was to provide sufficient comprehensive and diverse information and training to teachers, paraprofessionals, and parents about accommodations and special strategies for working with children and young adults with deaf-blindness, so that they will be able to develop and access efficient individualized user specific techniques, plans, and adaptive devices.

Technology was the building block of all project TA activities. The use of assistive technology in management, data collection and analysis, instructional tools and media development, and product and information dissemination was the component of TA that allowed services to be totally individualized, user specific, and locally accessible. All project activities utilized technology for enhancing training and evaluating project impact on recipients.

The project maintained a media center that houses project products, information, materials, and equipment for training/loan. These resources were available to TA recipients, agencies, educational programs, parents, and the roster of consultants utilized by the project in providing TA. Access to word processing, portable note taking devices, and regular and laptop computer terminals was made possible by devices with magnified screen text and Braille displays as well as speech output systems. Optical character recognition scanners "read" standard print and converted it to voice or Braille. Television closed captions programs were accessible with Braille displays. U.S. paper money could be identified with a portable device which "announced" the denomination by voice and vibration. Some examples of specific device/technology available via the project were written materials provided on tape, via an on-site reader, in Braille, large print, on a computer disk, or scanned on Braille translation; technology supported and adapted programs which provide voiced components for training or participation; access to TTY/DD communication and telebraille; and, closed caption technology.

The strengths of the Alabama project were its success in collaboration which leads to school reform, systems change, and inclusion of children in natural environments; its development of demonstration models, materials and products that can be utilized for replication tools; and its rapidly growing roster of qualified personnel with knowledge and skills that will build on the capacity of the state and local education agencies to improve services for the targeted population. Four critically important improvement endeavors where project staff assisted in systems change were:

1) Collaborative funding for pre-service and in-service training for teachers through the Alabama State Improvement grant (SIG) and SIP grant.
2) Participation in the Alabama Code regulations for compliance with IDEA 1997.
3) Staff participated on the Alabama Special Education Advisory Panel (SEAP) and the Early Intervention Interagency Council (ICC).
4) The staff participation in the Alabama and National Helen Keller Art Show.

APPENDIX

APPENDIX A-CHILD COUNT

- Registry Form For Child Count
- Letter from the State Superintendent

REGISTRY

SUMMARY OF ALABAMA DEAF/BLIND REGISTRY:

The deaf/blind registry of Alabama is maintained on a data base at the University of Alabama School of Optometry. The registry indicates the demographics of the children as well as possible technical assistance that may be needed. In 1994-95 the project registry was put into a data base so that the needs and the location of the children could be examined. 1996 information will detail the technical assistance that is needed, the teacher training or parent training that is required to work with the technical assistance and how the school systems will work together to provide this extra help for the students and their family. The registry (see attached registry sample) is sent to every school system once a year for an update. A survey will be sent this year to determine the many needs within the school district and when and where these needs may be taught as a workshop or one-on-one training. Technology is always available to the teachers, the parents and the students to assure the appropriate communication skills are used and enhanced in each classroom.

DEAF/BLIND DISCHARGE FORM

Reason for Discharge:

Disposition of Care:

Person Making Discharge:

Signature: ○ YES Has Signature ○ NO No Signature

Program:

DEAF/BLIND REGISTRY FORM

MAJOR CAUSES OF DEAF-BLINDNESS:
(Check code below)

A. Syndromes

- ☐ 1. Down's
- ☐ 2. Trisomy 13
- ☐ 3. Usher's
- 4. Other: ____

B. Mutiple Congenital Anomalies

- ☐ 1. CHARGE association
- ☐ 2. Fetal alcohol syndrome
- ☐ 3. Hydrocephaly
- ☐ 4. Maternal drug abuse
- ☐ 5. Microcephaly
- . Other: ____

C. Prematurity as sole known cause

☐

D. Congenital Prenatal Disfunction

- ☐ 1. AIDS
- ☐ 2. Herpes
- ☐ 3. Rubella
- ☐ 4. Syphilis
- ☐ 5. Toxoplasmosis
- 6. Other ____

E. Post-natal Causes

- ☐ 1. Asphyxia
- ☐ 2. Encephalitis
- ☐ 3. Head injury
- ☐ 4. Meningitis
- ☐ 5. Stroke
- 6. Other: ____

F. Other: ____

DEGREE OF VISION LOSS:
(Circle code below)

- ☐ 1. Partially sighted (20-70 - 20-200
- ☐ 2. Legally blind (less than 20-200) (or visual field less than 20)
- ☐ 3. Light perception onl
- ☐ 4. Totally blind
- ☐ 5. Tested - results non conclusive
- ☐ Not tested

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continued DEAF/BLIND REGISTRY FORM

DEGREE OF HEARING LOSS (pure tone average for better ear):
(Check code below)

☐ 1. Mild (30-45 dB loss)
☐ 2. Moderate (46-70 dB loss)
☐ 3. Severe (71-90dB loss)
☐ 4. Profound (91 + dB loss)
☐ 5. Tested - results non-conclusive
☐ 6. Not tested

OTHER DISABILITIES:
(Check code below)

☐ 1. Autism
☐ 2. Emotional disturbance
☐ 3. Learning disabilit
☐ 4. Mental retardation
☐ 5. Orthopedic impairment
☐ 6. Other health impaired
☐ 7. Speech or language impaired
☐ 8. Traumatic brain injury
9. Other: ____________

REPORTING UNDER PART B OR CHAPTER 1 OF TITLE 1:
(Check code below)

☐ 1. Autistic
☐ 2. Deaf
☐ 3. Deaf-Blind
☐ 4. Hard of hearing
☐ 5. Mentally retarded
☐ 6. Multi-disabled
☐ 7. Other health impaired
☐ 8. Orthopedically impaired
☐ 9. Seriously emotionally disturbed
☐ 10. Specific learning disability
☐ 11. Speach impaired
☐ 12. Traumatic brain injury
☐ 13. Visually impaired

SETTING OF SERVICES:
(Check code below)

EDUCATIONAL:

☐ 1. Regular class
☐ 2. Resource room
☐ 3. Separate class
☐ 4. Public separate school facility
☐ 5. Private separate school facility
☐ 6. Public residential facility
☐ 7. Private residential facility
☐ 8. Homebound
9. Other: ____________

LIVING:

☐ 1. Birth or adoptive parents
☐ 2. Extended family
☐ 3. Fosters parents
☐ 4. State residential facility
☐ 5. Private residential facility
☐ 6. Group home (less than 6)
☐ 7. Group home (more than 6)
☐ 8. Apartment (with non-family persons)
9. Other: ____________

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DEAF/BLIND REGISTRY & DISCHARGE FORM

ALABAMA DEAF-BLIND REGISTRY FORM

ACTIVE:

NAME: SS# :

ADDRESS:

CITY: STATE: ZIP:

COUNTY: PHONE:

DOB: SEX: LEA:

SCHOOL: PRIMARY PLACEMENT:

TEACHER:

ALABAMA DEAF/BLIND DISCHARGE FORM

NAME:

ADDRESS:

CITY: STATE: ZIP:

DISCHARGE DATE: DOB: SEX:

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DEAF/BLIND DISCHARGE FORM

Reason for Discharge:

Disposition of Case:

Person Making Discharge:

Signature: ○YES Has signature ○NO No signature

Program:

Alabama Deaf-Blind Registry

I. Major causes of Deaf/blindness

Hereditary Syndromes and Disorders

Indicate code from attached list (page 2) or specify other

Maternal infections and diseases during pregnancy

Indicate code from attached list (page 2) or specify other

Non congenital deaf/blindness

Indicate code from attached list (page 2) or specify other

Complications of prematurity

Indicate code from attached list (page 2) or specify other

Undiagnosed

Indicate code from attached list (page 2) or specify other

II. Degree of vision loss

Assessment:

Date of last ophthalmologic/optometric examination ______/______ month / year

Date of last functional vision assessment ______/______ month / year

Degree of vision loss (better eye corrected) ____________
Indicate code (1 through 8) from attached list (page 3)

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III. Degree of hearing loss

Assessment:	
Date of last audiological examination	______/______ month / year
Date of last functional hearing assessment	______/______ month / year
Degree of hearing loss (better ear corrected) *Indicate code (1 through 9) from attached (page 3) list*	____________

IV. Additional disabilities

(page 4)

Physical disability

Developmental delay/mental retardation

Complex health care needs

Other ____________________

V. IDEA Funding category

(page 4)

IDEA Part B (3 - 21)

IDEA Part C (0 - 2) *Previously Part H*

Not reported under Part B or Part C

VI. Part B Disability Code

(page 4)

Primary disability code used to report on the Alabama State Department of Education under Part B of IDEA

☐

Indicate code from attached list or specify other

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VII. Educational setting

Birth through age 2 years

☐

Indicate code from attached list (page 5) or specify other

Ages 3 - 5 years

☐

Indicate code from attached list (page 6, 7) or specify other

Ages 6 - 21 years

☐

Indicate code from attached list (page 7, 8) or specify other

VIII. Special education exit

Reason for exit from special education program

☐

Indicate code from attached list (page 8, 9) or specify other

IX. Living setting

Living setting at which the individual resides the majority of the year

☐

Indicate code from attached list (page 9) or specify other

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DEAF/BLIND REGISTRY & DISCHARGE FORM

ALABAMA DEAF-BLIND REGISTRY FORM

ACTIVE: ● Yes ○ No

NAME:

SS# :

ADDRESS:

CITY:

STATE:

ZIP:

COUNTY:

PHONE:

DOB:

SEX:

LEA:

SCHOOL:

PRIMARY PLACEMENT:

TEACHER:

ALABAMA DEAF/BLIND DISCHARGE FORM

NAME:

ADDRESS:

CITY:

STATE:

ZIP:

DISCHARGE DATE:

DOB:

SEX:

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STATE OF ALABAMA
DEPARTMENT OF EDUCATION
ED RICHARDSON
STATE SUPERINTENDENT OF EDUCATION

May 3, 1999

M E M O R A N D U M

TO: City and County Superintendents of Education
City and County Special Education Coordinators
Directors of State-Supported/State-Operated Agencies
Special Education Coordinators of State-Supported/State-Operated Agencies
Data Managers

FROM: Ed Richardson
State Superintendent of Education

SUBJECT: December 1, 1999, Child Count of Children with Disabilities

In order to assist you as your personnel work to ensure the accuracy of student records for the December 1, 1999, Child Count, the following information is provided.

1. The State Department of Education is required by the Office of Special Education Programs to have specific procedures to count children for federal special education funds. All students counted by your education agency must have been identified and placed according to regulations as outlined in the *Alabama Administrative Code*, Special Programs I, Chapter 290-080-090.

2. Your education agency should ensure that the ***date enrolled*** in special education is accurate and updated whenever a student transfers to or re-enrolls in your agency. In the case of duplicates between education agencies, the ***date of enrollment*** will be used to determine which education agency will be permitted to claim the student on its Child Count. The education agency with the most current enrollment date will ***automatically*** be awarded the Child Count.

3. Submit data ***only*** regarding students who began ***receiving*** special education services in your education agency on or before ***December 1, 1999.*** Other students will not be accepted.

4. Your education agency should ensure that the student's name and social security number submitted for Child Count are stated as they appear on the social security card. If you have a photo copy of the child's card and the numbers are not clear, please verify the number before entering the number in the computer. If you cannot verify the social security number, use the steps in Item 5 below to assign a number.

5. It is not necessary to change a student's interim social security number used for last year's Child Count unless a social security number has been assigned. To generate interim numbers for new students, please utilize the following procedure:

   a. Digit one (1) must be nine (9).
   b. Digit two (2) must be the last digit of the current year.

Attachment 1

STATE CHILD COUNT DATA VERIFICATION FORM

Print information please.

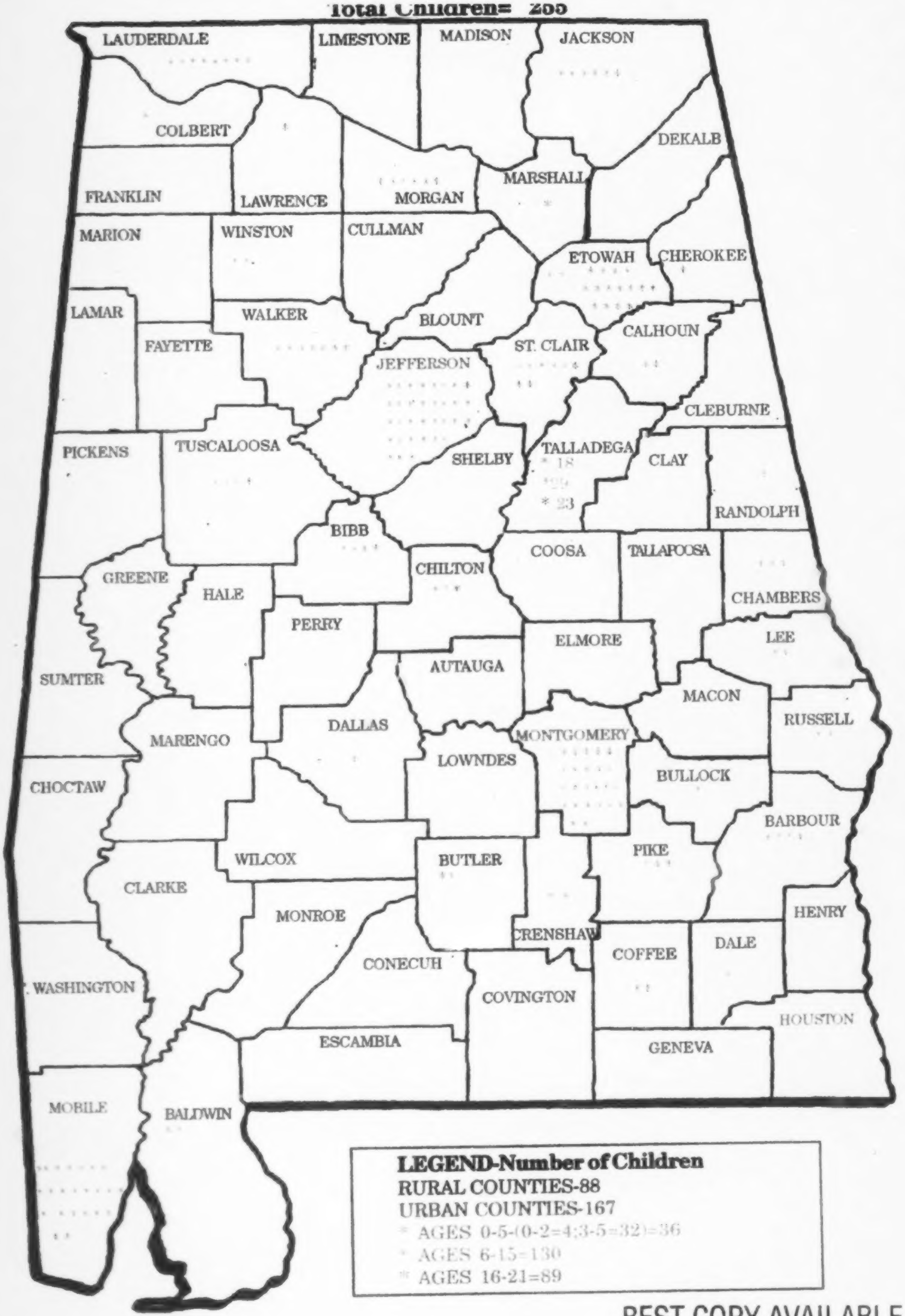
1. SOCIAL SECURITY NUMBER ..... _ _ _ _ _ _ _ _ _
2. FIRST NAME .... _ _ _ _ _ _ _ _ _ _ _ _
3. MIDDLE INITIAL .... _
4. LAST NAME .... _ _ _ _ _ _ _ _ _ _ _ _
5. BIRTH DATE .... _ _ _ _ _ _ _ _
6. GRADE .... _ _
7. SEX .... _
8. ETHNIC CATEGORY .... _
9. EDUCATION AGENCY CODE ...... _ _ _
10. SCHOOL CODE .... _ _ _ _
11. LRE .... _ _
12. EXCEPTIONALITY .... _ _ _
13. MOST RECENT DATE ENROLLED IN SPECIAL EDUCATION .... _ _ _ _ _ _ _ _
14. IDEA .... _
15. DEAF/BLIND REGISTRY .... _

VERIFIED BY: ______________________ Signature ______________ Date

APPENDIX B

Sample Registry Population Map

Total Children= 255



LEGEND-Number of Children
RURAL COUNTIES-88
URBAN COUNTIES-167
* AGES 0-5-(0-2=4;3-5=32)=36
* AGES 6-15=130
* AGES 16-21=89

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APPENDIX C

Sample Parent/Professional Survey Form

Attachment A

Survey Information (1996)

The Survey information is for 1996 and represents the completion of the service provider survey form design, piloting of its dissemination, and analysis of results. A similar parent survey will be completed, disseminated, and analyzed by June, 1996. The results of the 2 surveys and registry analysis will assist significantly in planning 1996/97 statewide TA efforts.

UAB SCHOOL OF OPTOMETRY

December 15, 1995

Dear Special Education Coordinators:

Thank you for allowing me to present the Alabama Deaf-Blind Project data to you in October. As I mentioned at that time, a survey is needed to determine technical assistance required for dually sensory impaired students.

Please take a few minutes to complete the survey. If you have needs that are not addressed on the questionnaire, add those in the "comments" sections.

Thank you for your participation.

Sincerely,

Mary Jean Sanspree, PhD

Mary Jean Sanspree, Ph.D.
Director and Research Professor

MJS/ph

The University of Alabama at Birmingham
School of Optometry Building • 1716 University Boulevard
Birmingham, Alabama 35294-0010 • (205) 934-3036 • FAX (205) 934-6758

Recycled Recyclable

PRIORITIES FOR SERVICES:

The Alabama 307.11 Deaf Blind Project is dedicated to providing technical assistance to deaf/blind individuals, their families, or professionals involved with their training. In order to provide assistance in the home community, needs must be identified.

Please complete this questionnaire by checking "yes" or "no" to needs of your school district and return by ***Januray 30, 1996 to*** *Dr. Mary Jean Sanspree, Alabama Deaf-Blind Project, UAB School of Optometry, 1716 University Boulevard, Birmingham, AL 35294-0010. Thank you for your assistance.*

TECHNICAL ASSISTANCE:	**YES**	**NO**
Evaluation/Diagnostics:		
1) Education and classroom needs	______	______
2) Communication diagnostics	______	______
3) Vision, hearing levels diagnostics	______	______
Communication:		
1) Visual/Aural assistance		
• large print	______	______
• Braille	______	______
• computers	______	______
• hearing aids	______	______
• interpreters	______	______
• other equipment	______	______
Education/School District:		
1) Inservice training	______	______
2) Program consultation	______	______
3) Classroom modifications	______	______
4) Orientation and mobility	______	______
5) Materials Modifications	______	______
6) Transitional planning	______	______
FAMILY AND COMMUNITY RESOURCE REFERRALS:		
• Local agencies	______	______
• Grocery stores, etc.	______	______
• Churches	______	______
• Volunteer groups	______	______
• Physician groups	______	______
• City/County government	______	______
• Transportation	______	______
• Newsletters	______	______
• Resource library	______	______
• Advocacy	______	______
• Parent groups/support groups	______	______
• Other ______________	______	______
______________	______	______

DATES: (Please list days available for training)

February ____

March ____

April ____

May ____

(Summer)

June ____

Staff	Community	Family	Place	
			AIDB Reg*	School/Agency

*AIDB Reg. is the Alabama Institute for the Deaf and Blind Regional Center nearest your school district. A pamphlet is enclosed with a map of those offices locations.

COMMENTS:

Name: ______________________ Title: ______________________

Address: ____

____
City County Zip

Phone: ( ) ______________

____
Signature

Survey Data Overview

1. Evaluation/diagnostics: All three areas of education and classroom needs, communication, and vision and hearing were identified as needs for diagnostics. This reinforces the continuous role of evaluations by AIDB prior to educational placement.

2. Communication: Areas identified as the most needed technical assistance were computers and hearing aids. These two areas, incidentally, verify the evaluation of hearing and classroom environment.

3. Education/school district: Most of the technical assistance items directly to the school districts were noted as needs. Those were inservice, program consultation, classroom modification, materials modification, and transitional planning. This verifies the need for teacher training as identified in the 1995 registry. With a continuous population, teachers need direct support.

4. Family/community resources: Needs were identified here, but not as significant as the other areas.

5. Persons needing training: Staff training was identified as most needed. This is typical as a first stage in training across the state. The family was the next noted area, but not so significant. This does, however, predict future training needs.

6. Month for training: June and "No preference" were the most significant choices. This is consistent with the present training in the SLI.

7. Place for training: School districts requested their own school districts and the AIDB regional centers as possible sites. However, most respondents did not designate a preference. This is an indicator that the school districts will probably appreciate regional training which can be in the AIDB regional centers - or the SLI.

Low Vision Referral

Patient's Name:

Medical #

Date:

Referred By:

Diagnosis:

Chief Complaint:

Referred to:

Ophthalmologist:

MD Family Practice, etc:

Library Services:	___ Yes	___ No
Directory assistance:	___ Yes	___ No
Project OASIS:	___ Yes	___ No
Radio Reading	___ Yes	___ No
Vocational Rehab:	___ Yes	___ No
Veterans Blind Rehab:	___ Yes	___ No
Social Services:	___ Yes	___ No
Hospital OT:	___ Yes	___ No
Bible on tape:	___ Yes	___ No

Other:

Evaluator:

APPENDIX D

Sample Data Analysis of Child Count/Survey Information

Alabama Deaf Blind Project
1995 Registry Data Analysis

Prepared by
Mary Jean Sanspree, PhD
Research Professor and Director of Low Vision Services
University of Alabama at Birmingham
for VI-C Advisory Board of Review
December 1, 1995
Montgomery, Alabama

Page 1 Age of Deaf-blind students in Alabama

Analysis: In the age groups from 0 to 21 years, the average number of students per age group is 14%. Data is reported across the school districts in all age groups.

Interpretation: When analyzing the data for future services, the research indicates that services will be needed on a regular basis for the next twenty years. Also, no age group appears to have an influx of deaf-blind citizens, indicating no specific cause of deaf blindness as seen with rubella.

Page 2 Part B Primary Reported Handicaps

Analysis: School districts report students with deaf-blindness primarily in the category of Multidisabled. Deaf and Hard of Hearing appear to be the second most populated areas reported.

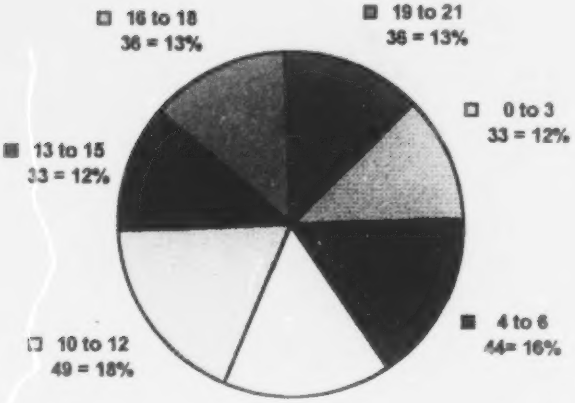
Interpretation: Technical assistance should be concentrated on the multidisabled classes and staff to reach the most students with deaf-blindness. Teachers recruited for graduate training should come from the multidisabled, hard of hearing, and deaf classes in the local communities.

Page 3 Part B Secondary Reported Handicaps

Analysis: School districts report students with mental retardation in the second handicapping condition area. Orthopedically Impaired and Other Health Impaired are the other secondary groups. Deaf-blind is not frequently used as a secondary condition for placement.

Interpretation: Technical assistance should also be concentrated on these classes and staff to reach the other students with deaf-blindness. Some of these students will be in the multidisabled classes with these secondary conditions a related services.

Age of deaf-blind students in Alabama N-275



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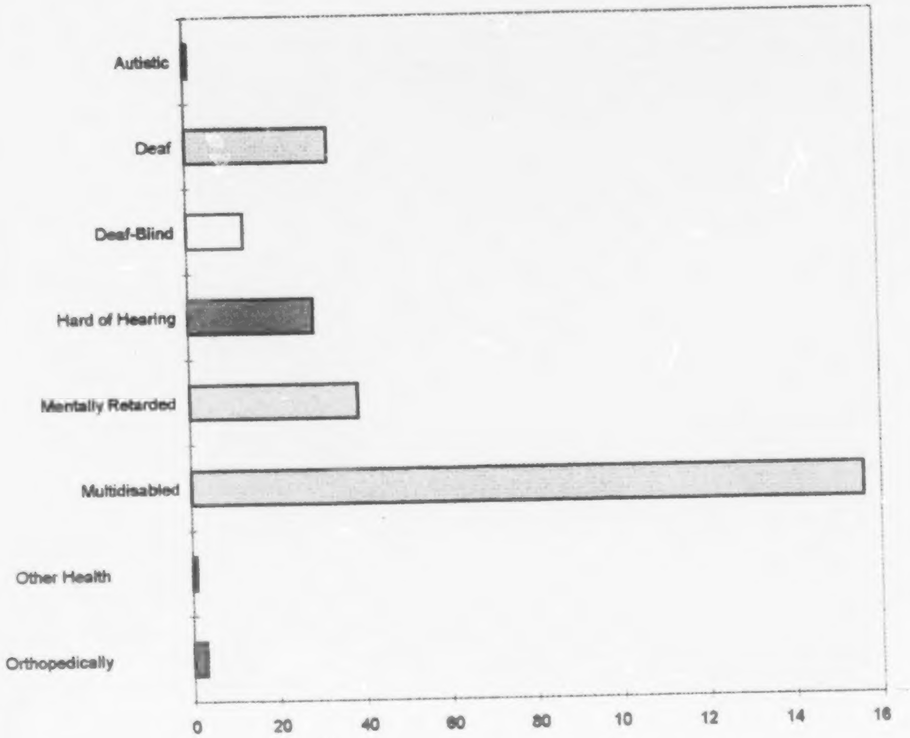
Primary Reported Handicaps N=275



Orthopedically Impaired = 3
Other Health Impaired = 1
Multidisabled = 156
Mentally Retarded = 39
Hard of Hearing = 29
Deaf-Blind = 13
Deaf = 33
Autistic = 1

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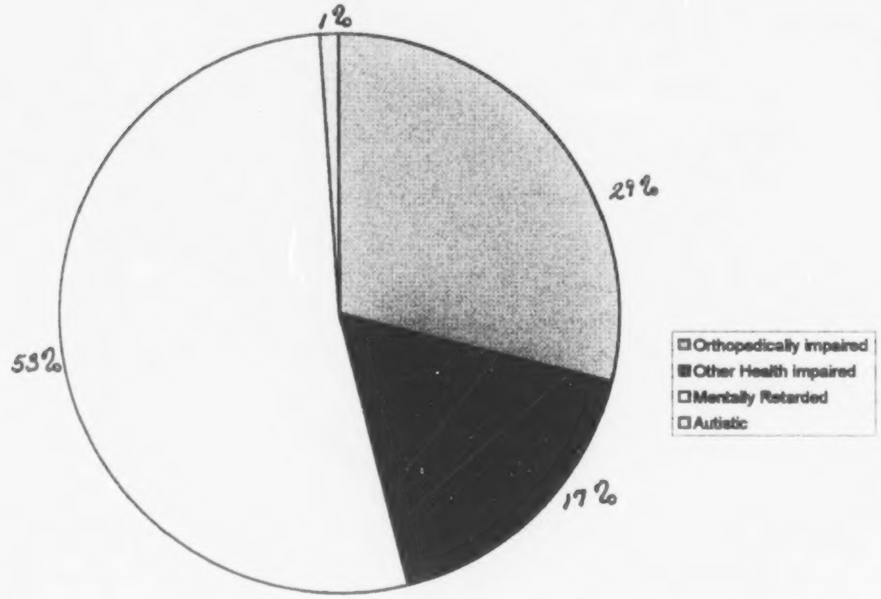
Secondary Handicaps N=275



Orthopedically Impaired = 80
Other Health Impaired = 47
Mentally Retarded = 146
Autistic = 2

Multidisabled 0%
Hard of Hearing 0%
Deaf-Blind 0%
Deaf 0%
Other Disabilities 0%

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Alabama Deaf Blind Project
1995 Registry Data Analysis

Page 4 Degree of Vision Loss

Analysis: School districts report that students are partially sighted and legally blind. Many students are reported with "test non-conclusive".

Interpretation: The students with visual assessments on record are not totally blind. This indicates that vision stimulation and some visual communication can be possible. The non-conclusive group indicates that school districts may need assistance with securing appropriate vision assessments for the students on the deaf-blind roll.

Page 5 Degree of Hearing Loss

Analysis: School districts report a large group of students with "mild" hearing losses. The moderate, severe, and profound losses make up the largest assessed group. Many students are reported with "test non-conclusive" and "not tested".

Interpretation: The students have significant hearing losses. This indicates that auditory training and hearing aid assistance should be a goal for technical assistance. The not tested and non-conclusive groups indicate that the school districts need assistance with evaluation of hearing losses.

Page 6 Educational Settings

Analysis: School districts report that students are places in the public school setting in regular, separate, or resource room settings.

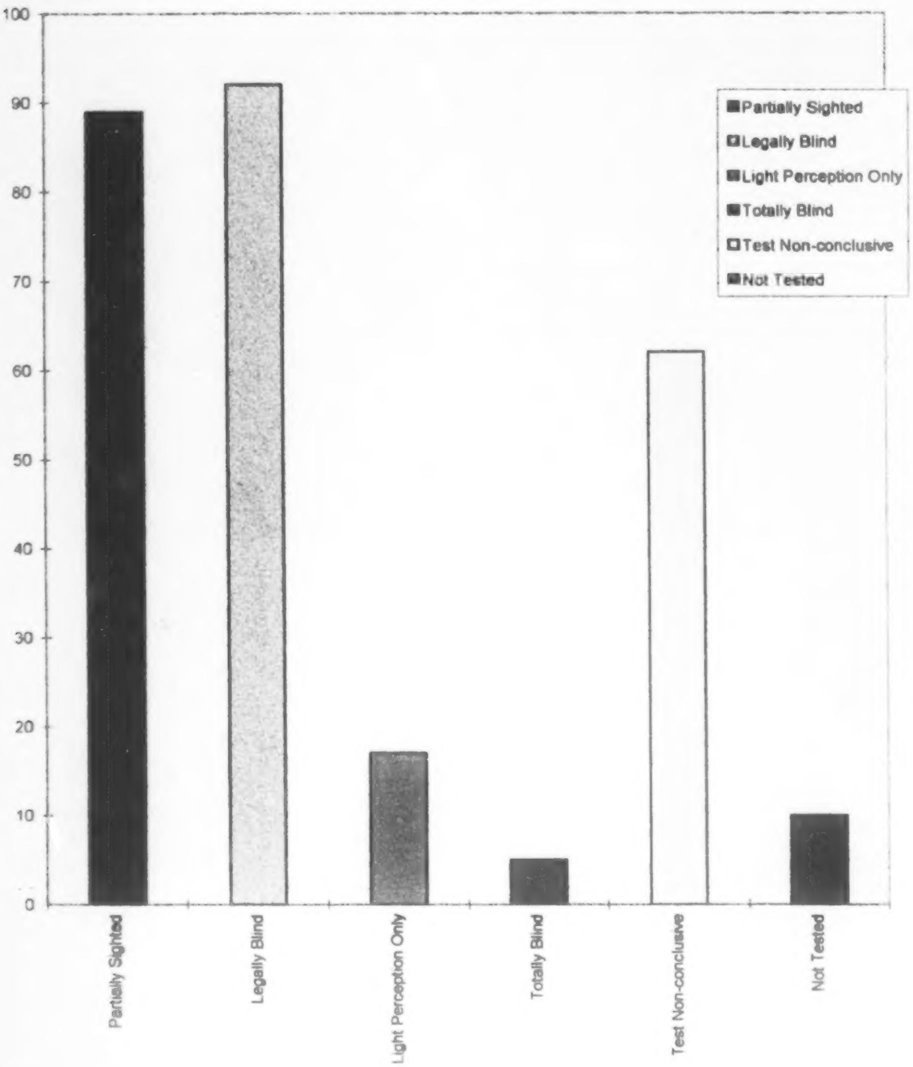
Interpretation: The data indicates that the majority of students are in the public school districts. It appears that many are served in the regular class or resource setting with support from special services. Some are separated and it may be assumed that the teacher is a teacher of the multidisabled (from previous data).

Page 7 Living Settings

Analysis: School districts report that students live in the home community with the birth or adoptive parents.

Interpretation: The data indicates that technical assistance should include the parents and siblings. Resources for information and referrals should include parent group information.

Degree of Vision Loss N=275



Partially Sighted = 89
Legally Blind = 92
Light Perception Only = 17
Totally Blind = 5
Test Non-conclusive = 62
Not Tested = 10

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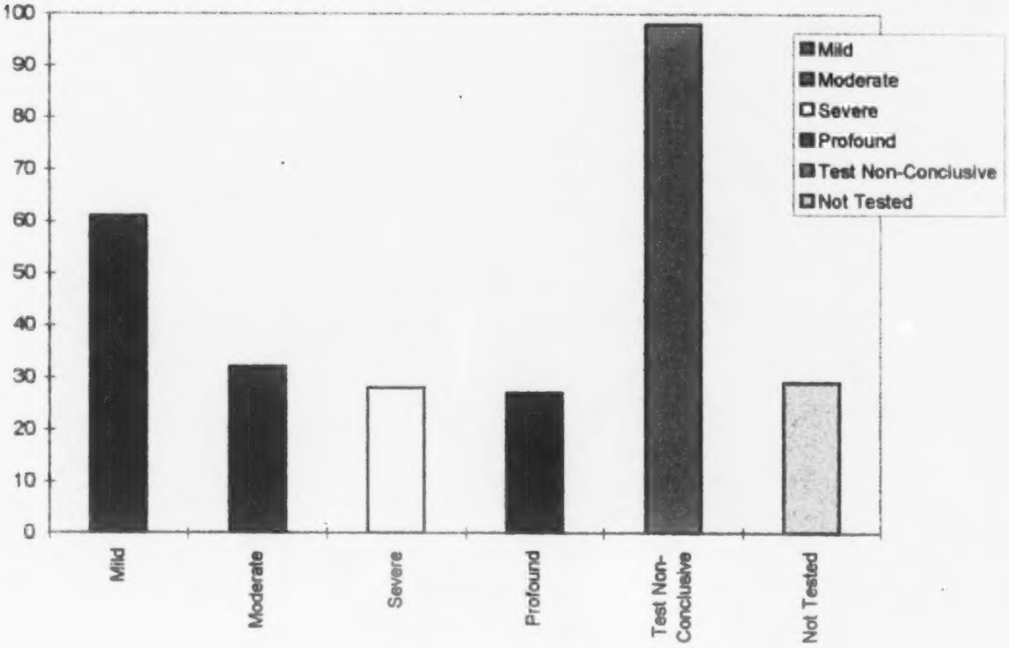
Degree of Hearing Loss N=275



Mild = 61
Moderate = 32
Severe = 28
Profound = 27
Test Non-conclusive = 98
Not Tested = 29

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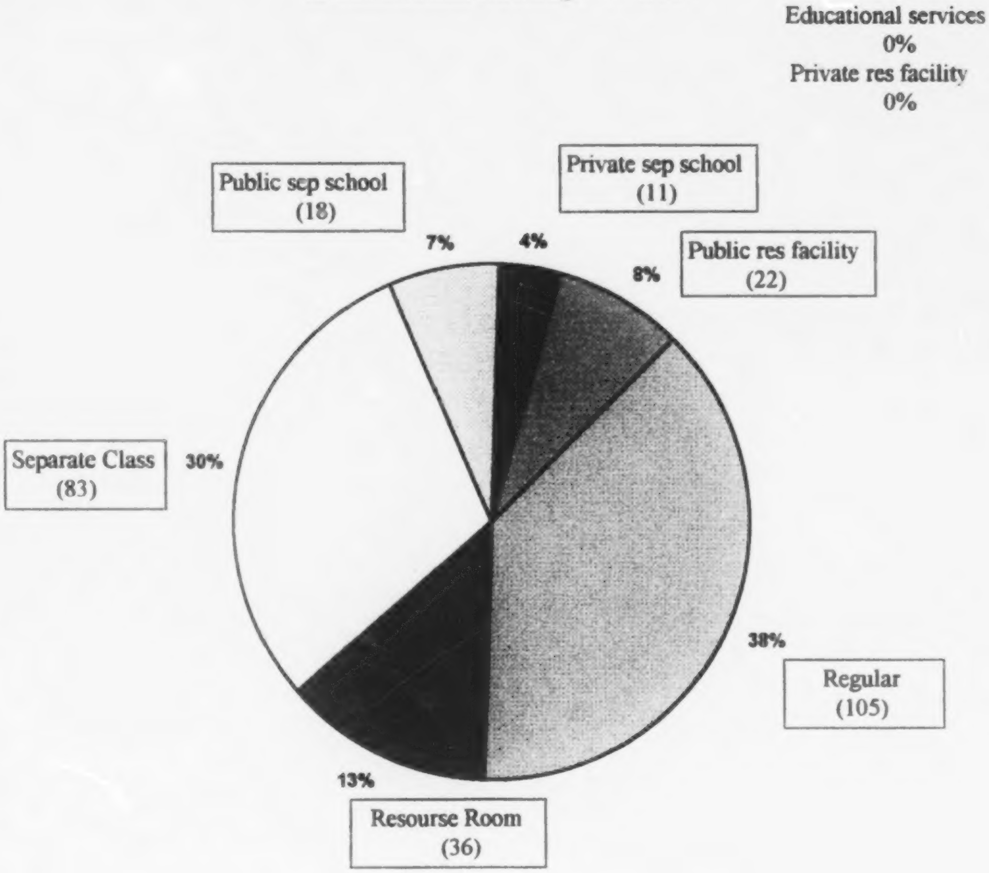
Educational Settings N-275



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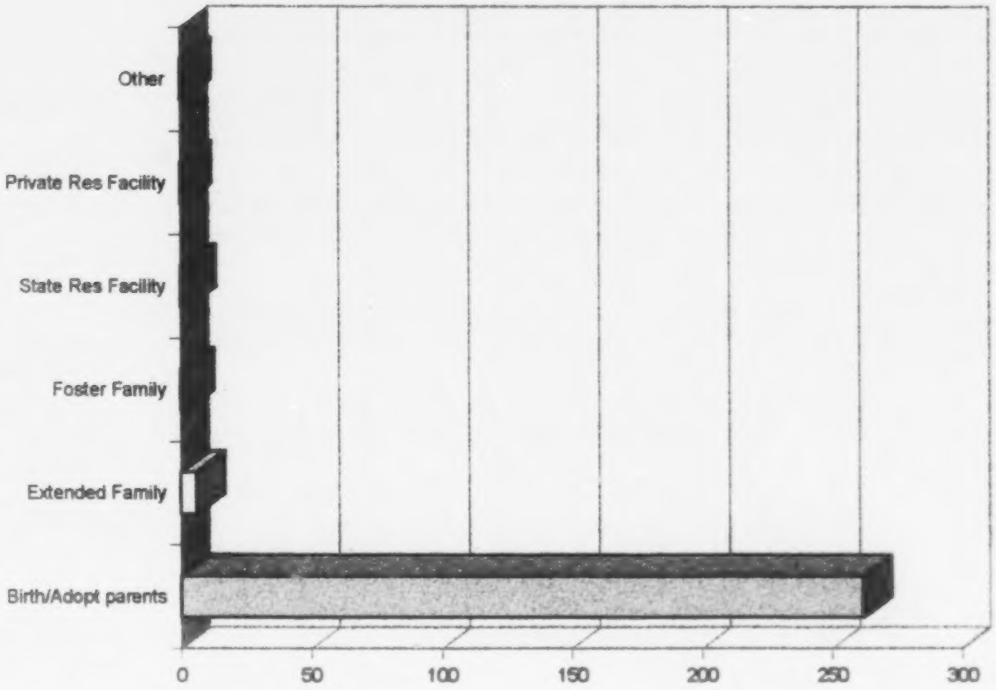
Living Settings N=275



Birth/Adopt Parents = 262
Extended Family = 6
Foster Family = 2
State Res Facility = 3
Private Res Facility = 1
Other = 1

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Alabama Deaf Blind Project
1995 Registry Data Analysis

Page 8 **Causes of Deaf Blindness**

Analysis: The major cause of deaf-blindness in Alabama is listed as "other". Hydrocephaly, Downs, and Fetal Alcohol Syndrome are recognized as causes. Other causes reported did not reach above the 0% reportable level, but did form a reportable number as a group (labeled under CHARGE 0%).

Interpretation: The data indicates that causes for deaf-blindness are not recorded or reported to school districts. This indicates a need for parents, health care professionals, and educators to receive training in identifying causes for deaf-blindness. Identification of causes can assist with prognosis of future needs (such as Usher's syndrome, CHARGE, etc.).

Interpretation of 1995 Deaf Blind Registry Data

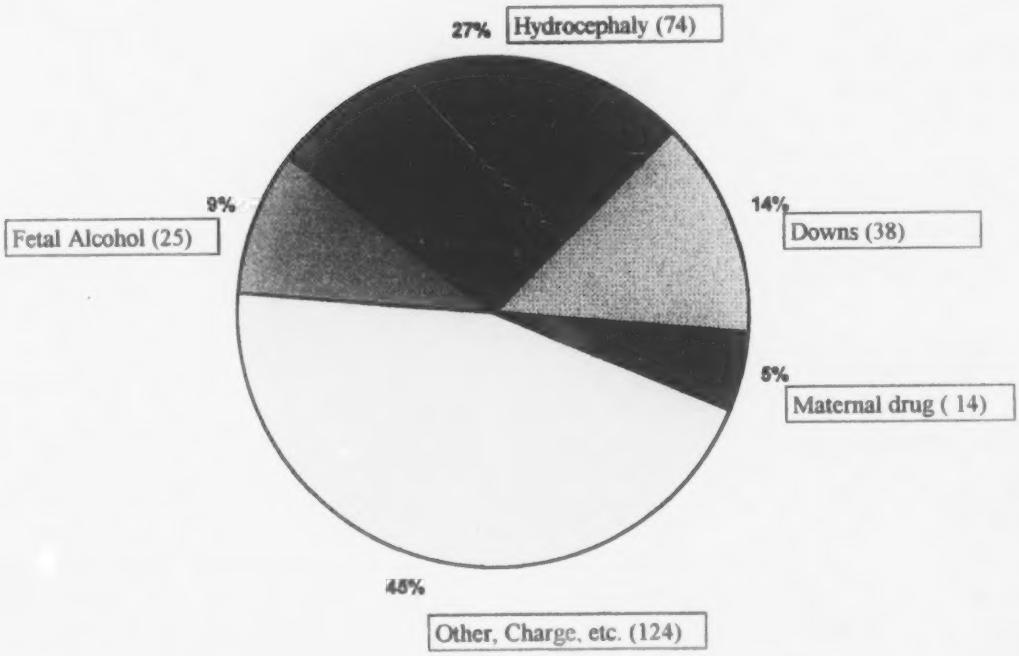
1. There is a need for deaf-blind services in Alabama for at least the next twenty years.
2. Technical assistance should be targeted for the multidisabled teachers and classes.
3. School districts need assistance with vision and hearing assessments.
4. Augmentative communication will be appropriate for most students since the reported hearing and vision losses are not "total".
5. Regular educators should be included in technical assistance and training since most students are placed in that setting.
6. Parents and families should be considered in information and referrals, technical assistance, and other activities since most students live with the parents.
7. Parents, health care professionals, and educators should be included in training to identify causes of deaf blindness.

* * * * * * * * * * * * * * * * *

The attached reports include the data sent to the U.S. Department of Education in March of 1995. Information is as follows:

Numbers of citizens with deaf-blindness
Services for children with deaf-blindness
Reporting of training and other services
Numbers of students by age groups
1995 deaf-blind population map

Causes of Deaf-blindness N = 275



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UAB SCHOOL OF
OPTOMETRY

March 15, 1996

TO: Dr. Vic Baldwin

FROM: Mary Jean Sanspree, PhD
Alabama Project

RE: Annual Census report

Enclosed please find the Alabama 1995 - 96 annual census report. I thank you for the technical support of the data disk. Reporting is so easy when using data in the format requested by your office.

Information about Alabama registry is as follows:

Beginning number	275
Delete	30 (11 "aged out")
Replications (delete)	2
	243
Add	21
Total for this report	**264**

* The "aged out" group on the "delete" section is automatically added to the data base of adults.

* The **BOLD** print on the registry indicates changes in information.

Just a note:

I have surveyed our school districts and have analyzed data concerning teacher training and the deaf-blind student projections for the next ten years. I do have it in chart form and will add this year's data to the information to analyze any significant changes. I was considering a supplemental sheet of etiologies that keep falling in the "other" ranges. That will involve calls to the school districts, but that is where I am at this time. If you have any ideas for extra questions, please let me know. I'll keep up with my research design (as it is at this point) for you to evaluate.

The University of Alabama at Birmingham
School of Optometry Building • 1716 University Boulevard
Birmingham, Alabama 35294-0010 • (205) 934-3036 • FAX (205) 934-6758

UAB SCHOOL OF
OPTOMETRY

March 26, 1996

TO: Zackie Bosarge

FROM: Mary Jean Sansprec, PhD

RE: 1996 Deaf Blind Registry data analysis

As we plan for technical assistance and school system assistance for deaf blind students, age analysis should be observed. The age data analysis is as follows:

Ages 0-3 years	9
Ages 4-16 years	190
Ages 17-21 years	65
Total students	264

Breakdown by 2 year increments is as follows:

Ages 0-3 years	9
Ages 4-6 years	37
Ages 7-9 years	52
Ages 10-12 years	47
Ages 13-15 years	44
Ages 16-18 years	35
Ages 19-21 years	40
Total	264

The University of Alabama at Birmingham
School of Optometry Building • 1716 University Boulevard
Birmingham, Alabama 35294-0010 • (205) 934-3036 • FAX (205) 934-6758

OMB No. : 1820-0532
Exp. Date: 05/31/97

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
Office of Special Education Programs

SERVICES FOR CHILDREN WITH DEAF-BLINDNESS

PART A: Identification Information

1. Name of State Alabama	2. Date March 15, 1996

3. Name of Grantee
Alabama Institute for the Deaf and Blind

4. Address
OHEO - Deaf-Blind Project
P.O. Box 698, Talladega, AL 35160

5. Project Director
Dr. Terry Graham

6. Person Completing Form
Dr. Mary Jean Sanspree

7. Telephone No. (205) 934-6723	8. TTY No. 1-800-548-2546 Alabama Relay

ED Form 30-10p, Revised 6/91

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OMB Form No. 1820-0532
Exp. Date: 05/31/97

State: Alabama

PART C: Report of Training and Other Services Provided to Professionals, Paraprofessionals and Family Members

Activities	Persons Trained		
	Professionals	Paraprofessionals	Family Members
Consultative Services	92	185	450
Training	160	35	150
Information/Referral Services	550	150	5200
Transportation (of Trainees)	25	5	130
Other (Specify)			
Special Ed survey/information	130		130
Training and brochures	200	300	150
Data charts/booklets	25		10

We distributed a survey to each school district to determine the technical assistance needs and the teacher training needs for the summer training. We also have brochures about the technical assistance, summer training, and evaluation sessions.

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APPENDIX E

Project Brochure

The Alabama Center for Deaf-Blind Services is funded by the United States Department of Education, Special Education Programs, under the Individuals with Disabilities Act (IDEA), Part C-Section 622, P.L. 101-476 to assist State Education Agencies develop their capacities to adequately serve persons who are deaf-blind, and their families.

SERVICES AVAILABLE

- Technical assistance to staff in agencies serving persons who are deaf-blind
- Diagnostic and evaluation services
- Community resource referral
- In-service and pre-service training
- Program consultation
- Family Support Services
- Assistance in case coordination
- Information dissemination
- Newsletters
- Resource, library, and media materials
- Transitional planning
- Advocacy

Alabama Center for Deaf-Blind Services
OHEO
A.I.D.B.
P. O. Box 698
Talladega, AL 35161

Alabama Institute for Deaf and Blind
Office of Health, Evaluation and Outreach
P. O. Box 698
Talladega, AL 35161

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For more information, contact sponsoring agency:

Alabama Center for Deaf-Blind Services
Alabama Institute for Deaf and Blind
Office of Health, Evaluation and Outreach
P. O. Box 698
Talladega, AL 35161
Tel: (205)-761-3283 Fax: (205) 761-3294

Alabama Center
FOR
Deaf-Blind Services

Serving individuals who are deaf-blind in Alabama

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Priorities for Service:
To provide technical assistance to the staff of state education agencies to more effectively promote a free appropriate education to persons who are deaf-blind, and their families.

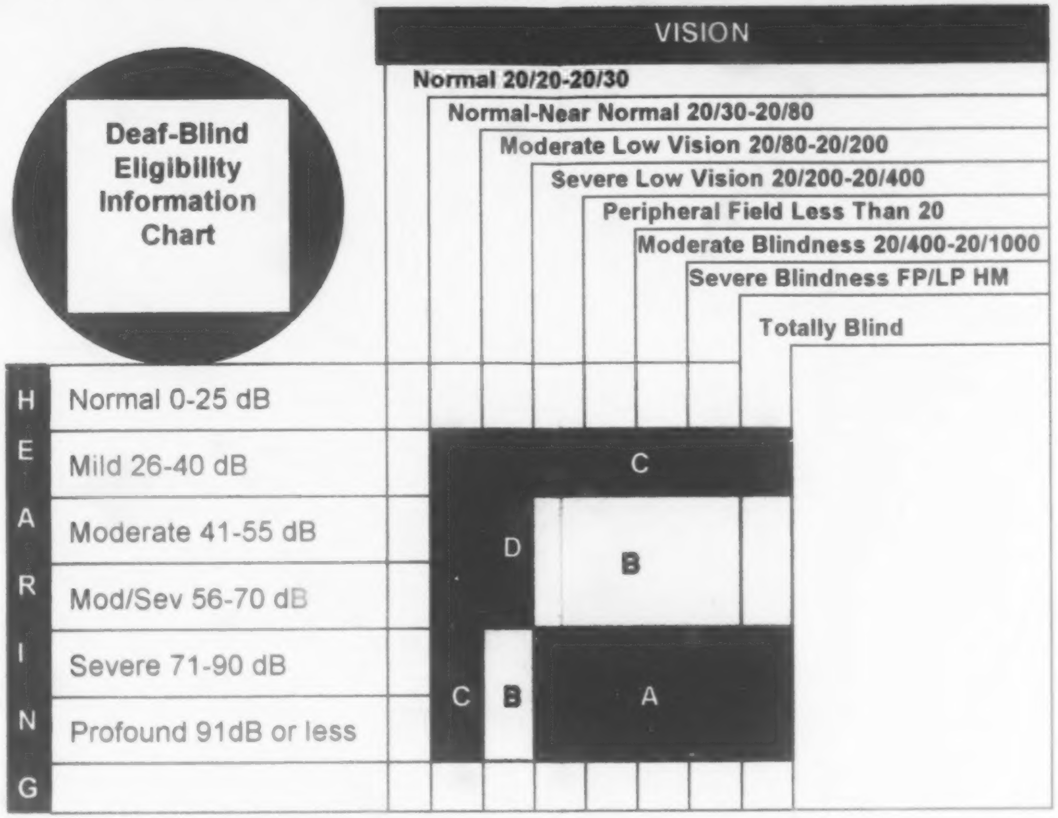
Eligibility: Federal legislation defines deaf-blindness as follows:

Persons having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated in special education programs solely for persons with hearing impairments, visual impairments or severe disabilities, without supplementary assistance to address their educational, vocational, and social needs due to these dual, concurrent disabilities.

Who is Eligible for Services?

Individuals who have any combination of the disabilities described on the chart on the right are eligible for services under the Individuals with Disabilities Act (IDEA) Part C, Section 622. The following descriptions and classification codes apply to the chart:

Deaf-Blind Eligibility Information Chart


VISION
Normal 20/20-20/30
Normal-Near Normal 20/30-20/80
Moderate Low Vision 20/80-20/200
Severe Low Vision 20/200-20/400
Peripheral Field Less Than 20
Moderate Blindness 20/400-20/1000
Severe Blindness FP/LP HM
Totally Blind
HEARING
Normal 0-25 dB
Mild 26-40 dB
Moderate 41-55 dB
Mod/Sev 56-70 dB
Severe 71-90 dB
Profound 91dB or less
C
D
B
C
B
A

A. Individuals who are both peripherally blind or severely hearing impaired according to the definitions of "legal" blindness and deafness; acuity is to be measured or estimated in conjunction with a recognition of their level of cognitive development and supported by medical description of pathology.

Individuals who have sensory impairments of both vision and hearing, one of which is severe and the other moderate to severe.

C. Individuals who have impairments of both vision and hearing, one of which is severe, and additional learning and/or language disabilities which result in the need for specialized services.

D. Individuals who have auditory/visual impairments of a relatively mild to moderate degree and additional learning and/or language disabilities which result in the need for specialized services, or who have been diagnosed as having impairments which are progressive.

E. Individuals who are severely multi-handicapped due to generalized central nervous system dysfunction, who also exhibit measurable auditory/visual impairments resulting in auditory/visual functioning below mental age level. (Not on chart)

___ Send more information.

___ Have someone call me.

Name ___
Address ___
City, ST, ZIP ___
Phone ___

APPENDIX F

Technical Assistance Samples

Partnership

June 10-14, 1996
June 16-20, 1996
July 15-19, 1996

Summer Institute Training for Parents, Professionals and Children

in visual impairments, multiply disabled, deaf-blind and communications

---

To:

Liz Moore Low Vision Center
50 Medical Park East Drive
Birmingham, AL 35235

Partnership

Summer Institute Training for Parents, Professionals and Children

__ *I am interested in parent/non-credit training.*
__ *I am interested in graduate credit courses.*
__ *I am interested in financial assistance.**

me: ____________ Social Security No.: ____________

dress: ____________ Telephone (Home): ____________

____________ Zip: ____________ Telephone (Work): ____________

**Limited stipends are available for parents and professionals. Please return by May 15, 1996.*

Please cut along dotted line and return to Liz Moore Low Vision Center • 50 Medical Park East Drive • Birmingham, AL 35235

Partnership

Summer Institute Training

for Parents in:

- Cochlear Implants
- Group Discussion
- Audit of Graduate Courses
- Sign Language

for Professionals in:

- Nature and Needs of the Visually Impaired
- Methods and Materials of the Visually Impaired
- Advanced Topics in Special Education

Assessment Camp:

- Training Activities
- Parent Assistance
- Graduate Practicum
- Educational Evaluations

Course Descriptions

Graduate credit is provided through the University of Alabama at Birmingham (UAB) School of Education, Department of Special Education. Admission to graduate school is required.

- **ECY 661 - *Nature and Needs* (3 hrs)**
  June 10-14, 1996
  Definitions and characteristics of blind, partially sighted, multiply impaired deaf-blind with educational considerations.

- ECY 662 - *Methods and Materials* (3 hrs)
  June 17-21, 1996
  Curriculum design and educational planning for the visually impaired, blind and deaf-blind.

- ECY 689 - *Advanced Topics in Special Education* (3 hrs)
  July 15-19, 1996
  Group Seminar on communications and instructional techniques for the deaf-blind multiply handicapped. Held in Mobile during the State Department of Education Division of Special Education Services Summer Academy.

Parent Course Training

- *Coping Skills*

Group discussion on coping as a parent, a care giver, family member and individual.

- *Implants/Cochlear*

Training for parents about cochlear implants.

- *Communication Skills*

Various levels of sign language training for beginners and the more advanced.

Special Opportunities

- Parents and professionals will have opportunities to attend all classes.

- Courses in June will be conducted at th Helen Keller School, Alabama Institute f the Deaf and Blind campus, in Talladega, Ala. July class will be held in Mobile.

- Grand staffing finale for parents and professionals.

- Week 1 is assessment and training for toddlers and parents.

- Week 2 is assessment and training for school-aged children.

Funding and Support provided by:

Hilton-Perkins National Program through a grant from the Conrad N. Hilton Foundation • Alabama Institute for the Deaf and Blind, 307.11 Deaf-Blind Project • University of Alabama at Birmingham, School of Education and Optometry • Eastern Health System, Inc. Liz Moore Low Vision Center • Alabama State Department of Education, Department of Special Education • Very Special Arts-Alabama • Part H Early Intervention Program • Helen Keller School of Alabama

History of UAB Teacher Training in Vision

During the academic years of 1990 through 1995, a summer learning institute and the week-end college plans were implemented with 15 to 20 students and 10 to 15 parents enrolled in each of the graduate sensory impairments courses each year. These courses were funded with collaboration of UAB, Alabama State Department of Education, 307.11 deaf-blind project, Alabama Institute for the Deaf and Blind (School for the Blind and the Helen Keller School) and a grant from the Conrad N. Hilton Foundation through Perkins School for the Blind. By combining professionals, recruitment procedures, small pools of funds, and in-kind services such as housing, facilities and audio visuals, graduate courses and family education were provided for students and parents.

It was determined by participant evaluations that the model of weekend and summer courses is conducive to completion of graduate degrees since the convenience of housing, food, and less weekly travel for class attendance was involved. This was especially beneficial for those teachers who were presently teaching without proper certification and for parents who could not leave jobs or children each week.

Student and parent satisfaction surveys have indicated that students prefer:

1) summer concentrated courses with access to the children and families for clinical experiences,

2) week-end classes with two to three weeks between classes for Braille and mobility,

3) anatomy classes weekly with clinical hours in the classroom and clinic for reinforcement of the class instruction.

4) practicum experiences in many settings for a variety of observations and class planning, and

5) clinical hours throughout the coursework to design an interest area for each student to concentrate on practicum hours.

Parents have also suggested the development of family ecological surveys, communication materials that are portable and teacher-made to be used at home, and resource directories.

The objectives of the model involve training in visual impairments, with opportunities for electives in sensory impairments. The competencies for the course of study are based on accepted practice of Spungin and Ferrell's "The Role and Function of the Teacher of the Visually Handicapped" (1992). Teacher roles are categorized as specialized because of blindness expertise in:

1. assessment and evaluation
2. learning environment strategies
3. unique curriculum strategies
4. guidance and counseling
5. administration and supervision
6. school and community relations (31-34)

The electives in deaf-blind sensory impairments education correspond to those taught at colleges such as Boston College, Texas Tech, and other universities receiving Hilton-Perkins funding for visual impairments and sensory impairments. The courses include augmentative communication and technology, basic sign language, assessment, and anatomy of the hearing mechanism. From data received through the 1995 Alabama 307.11 Deaf-blind project, it is estimated that training for students and parents will be needed for the next twenty years.

Since 1981, 151 students (an average of 11 students per year) have been enrolled in the visual impairments classes with:

84 students receiving graduate degrees,
55 students receiving teacher certificate endorsements
12 students receiving continuing education credit in visual impairments.

Of the students enrolled in course work:

35 are currently in public school settings,
7 direct regional services for early intervention,
1 is the consultant for the state resource center for the visually impaired,
1 is contract state consultant for the visually impaired
2 are Alabama Child Find early interventionists
49 are employed by Alabama Institute for the Deaf and Blind (31-School for the Blind, 16-Helen Keller School, 5 vocational facility)
2 are low vision specialists in ophthalmology/optometry
23 are employed in rehabilitation for the blind.
1 occupational therapy department low vision rehabilitation

Ecological Inventory for Deaf-blind Children and Their Families

Parent Survey

Note: This is the list of items developed by the parents for the ecological survey.

Questions that parents would like to know from the professionals or the referring agency are as listed below:

1. Are there tutors available for children in the home of parents who are blind? (Often the parents are blind and the children are sighted with other handicaps.)

2. Are there mentors for the parents through organizations or agencies so that parents can network?

3. Is there employment that is available for handicapped children? How can we work with the school to teach the children the skills needed for these types of jobs?

4. Is there hope of community housing for my child when he/she is of age?

5. How to I obtain more contact with the other parents and the teachers so that I know more about my child?

6. What does my child do at daycare, school, or employment all day?

7. What does the teacher like to do outside of school? How can I learn more about this person so that I "really Know" the teacher?

8. Is there additional financial assistance for medical and other bills that is available?

9. Have the doctors done all there is to do? Is there somewhere i need to go to find more medical help?

10. Does the teacher know what I do with my child at night, weekends, and every minute that the child is not in school?

11. How can I help get community housing for the future so my child is taken care of in my old age?

Parent ,Continued

12. Is there any help for parents to be able to go to the grocery store, doctor, or just have time away?

11. Please let me learn everything I can and do not hold me back.

Note* *Parents were very helpful in asking and developing these questions. The parents in the class setting also reinforced some of the items and stated that sometimes they are afraid to ask questions.*

ADBMA Day Care Center
Region IV
Talladega, Alabama

Telephone Numbers
Day - 761-3600
Night - 362-8320

My child ___________________________ will be attending the ADBMA day care program this summer, located on the Helen Keller School campus.

My child will attend Monday _____, Tuesday _____, Wednesday _____, Thursday _____, Friday _____. The hours are 8:00 A.M. - 5:00 P.M.

I understand I will provide, on a daily basis, a sack lunch for my child and transportation to and from day care.

I agree to pay $20.00 per week (each Monday) for my child regardless of the days or hours he/she attends.

I will notify the school a full week in advance if my child will not be in attendance unless my child is ill.

I agree to pay the $20.00 each week to keep the slot open for my child.

My child's doctor is __________________________. His office telephone number is ____________________. In case of an emergency, I give permission for my child to be treated by the above named doctor or local hospital if I cannot be contacted. I will be responsible for all medical bills.

I give my permission for my child to go on local field trips.

I give my permission for pictures to be taken of my child and for Channel 6 T.V. to do a story involving my child and the day care program.

I agree to send an extra change of clothes, bathing suit and a towel to be left at school for my child.

I give permission for ________________________to pick up my child from school.

Signature ____________________________ **Date** ________________

Training Paraprofessionals to Work with Children with Deaf-Blindness Using an Intervenor Approach

Agenda

May 16 What is an Intervenor?

Roles of an Intervenor

How Intervenor Differs from other Types of Support

Videotaped Examples

Lunch

Definition/Description of Deaf-Blindness
Simulation Activity

How Children with Deaf-Blindness Receive Input

How to Communication with a Child with Deaf-Blindness
Videotape

Communication Map

May 17 Developing Calendar Systems
- Considerations
- How to Use
- Skills Taught
- Examples

How Children with Deaf-Blindness Communicate with Us
- Forms
- Functions

Lunch

Incidental Teaching Strategies to Promote Communication

Teaching Communication Throughout the Child's Day

INFANTS AND TODDLERS

SCHOOL!

Dear ______________:

Enclosed are registration forms for participants for the TRACES Transition sessions to be held on ______________ at _____________. Please note that these teams will be trained to be trainers for their region, so that each area is self-supporting. Staff/consultants from the VI-C Project will be available to offer assistance and follow-up support when regional training is done by the trainers. Also, if a three person team is difficult to develop, TRACES has consented to utilize a team consisting of a service provider and a parent if these members feel they can offer sufficient information to administrators for ensuring support for future regional activities.

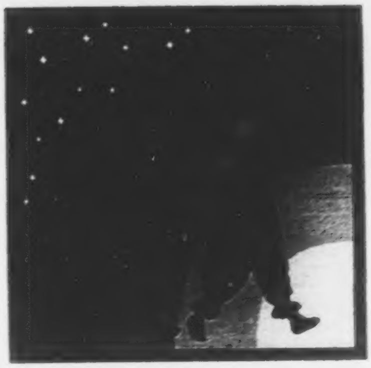
Also, it is not critical that the parent selected for the team currently be a parent of a transition age child; in reality, you want to select someone you know will be a good trainer for your families. However, if you select a parent of a transition age child and she wants to bring her own child for plan development in the transition sessions, there will be parent/child accommodations and daycare available with sufficient notice (week by _______).

Please have selected trainees fill out the applications as fully as possible and emphasize return of the information to this office by _________ so that the trainers can best utilize the information in preparing for training activities, and can send participants the pre-training packets they will need for their own preparation.

Accommodations will be provided to participants, but travel and meals will be the responsibility of the individual or the sponsoring agency. Further information about locality of the workshop and accommodations will be sent to the participants upon receipt of the completed application.

Please let us know if you will not be using all of the slots (8 teams) since this workshop is limited and by invitation only, and there is a waiting list. Please let me know if you have questions or need further information.

Hope you will be able to attend yourself!!
Zackie



TRANSITION

Title of TA: Transition

Need: Service providers and families need training in effective transition practices for infants, toddlers, and preschoolers

Sponsors: Alabama Deaf-Blind Project; UAB; Hilton/Perkins, Alabama Part H; Alabama Deaf-Blind Coalition; ADBMA parents' organization

Objective 1: To increase knowledge of teams in the use of a person-centered planning process for the transition of infants and toddlers into preschool programs

Objective 2: To demonstrate competency in new knowledge and skills with the appropriate professionals and a family of a child with deaf-blindness and/or multiple disabilities

Objective 3: To provide knowledge, information, and resources for the overlay disability Tourettes Syndrome.

Consultant: Mrs. Zackie Bosarge, Dr. Mary Jean Sanspree

TA Format: Group instruction for 2 days in process from IFSP to IEP; 1/2 day training of participants to be trainers

Recipient: 8 teams of 3 (service provider, parent, administrator). At least half of the teams must work with deaf-blind multihandicapped

For more information please contact: Mrs. Zackie Bosarge (205) 762-3283
Alabama Deaf-Blind Project Director

TITLE OF TA: Transition, Infants & Toddlers

NEED: Service providers and families need training in effective practices for children with deaf-blindness.

GOAL: To increase knowledge of service providers and families in the area of effective practices for children with deaf-blindness.

STRATEGY: To conduct regional training in the area of the transition of infants, toddlers, and preschoolers (the 307.11 Project, the University of Alabama at Birmingham [UAB])

TA CONTENT: Person-centered planning process

OBJECTIVES/ACTIVITIES/MEASURES/OUTCOMES/IMPACT:

OBJECTIVE 1: To increase knowledge of teams in the use of a person-centered planning process for the transition of infants, toddlers, and preschoolers.

ACTIVITY: Consultants will provide training for teams in the use of a person-centered planning process for the transition of infants, toddlers, and preschoolers.
MEASURES: TA Evaluation form.
OUTCOME: Increase in test scores. Consumer satisfaction..
IMPACT: Number of PCPs conducted.

OBJECTIVE 2: To demonstrate competency in new knowledge and skills with a family of a child with deaf-blindness and/or multiple disabilities.

ACTIVITY: Participants will practice implementation of new knowledge and skills with a family of a child with deaf-blindness and/or multiple disabilities.
MEASURES: Impact evaluations, TA Evaluation form.
OUTCOME: Number of new strategies developed.
IMPACT: Number of PCPs conducted
CONSULTANT: Project staff, UAB Research Specialist
TA FORMAT: Group instruction
TIMELINE: One 2 day presentation as scheduled by Regional Centers

AGENDA

REACH FOR THE STARS...PLANNING FOR THE FUTURE

DATE ____________________

DAY 1

8:30 - 9:45	INTRODUCTIONS/Gifts and Contributions Map Overview of Personal Futures Planning
9:45 - 10:00	BREAK
10:00 - 12:00	IMAGES FOR THE FUTURE Development of Images for the Future Map Development of Images for School Map
12:00 - 1:00	LUNCH
1:00 - 2:30	IMAGES FOR THE FUTURES (cont.) Development of Communication Map
2:30 - 2:45	BREAK
2:45 - 3:30	JOURNEY TO THE FUTURE Legislation (Quality Indicators) Activity-Based Programming (Activity)

DAY 2

8:30 - 10:00	JOURNEY TO THE FUTURE (cont.) (Quality Indicators) Inclusion Family Focused
10:00 - 10:15	BREAK
10:15 - 11:30	JOURNEY TO THE FUTURE (cont.) (Quality Indicators) Transdisciplinary Service Delivery (Activity)
11:30 - 12:30	LUNCH
12:30 - 1:30	USING THE TOOLS - CREATING THE MAP IEP Development - Overview
1:30 - 1:45	BREAK
1:45 - 3:30	USING THE TOOLS - CREATING MAP IEP Development - Practice

TRACES Parent Application Form

Parent(s)'s Name:____________________________
Child's Name:______________________________
Age:_____ Disability:_____________________
Address:____

(H)Phone____________ (W)Phone____________

****

Child's Placement: (school system, agency,etc)________________________

Special Needs/Accommodations/Interests:
____

Please complete and return by June 23 to :

Mrs. Cathy Klein
OHEO/AIDB
PO Box 698
Talladega, Al 35160

TRACES Administrator Application Form

Name: ______________________________

Address: ______________________________

____

____

(H)Phone __________ (W)Phone __________

****

Organizational Affiliation: (school system, agency,etc) ______________________________

Special Needs/Accommodations/Interests:

____

____

____

____

Please complete and return by June 23 to :

Mrs. Cathy Klien
OHEO/AIDB
PO Box 698
Talladega, Al 35160

TRACES Services Provider Application Form

Name:______________________________________

Address:______________________________________

____

____

(H)Phone____________ (W)Phone____________

****

Organizational Affiliation: (school system, agency,etc)__________________________________

Special Needs/Accommodations/Interests:

____

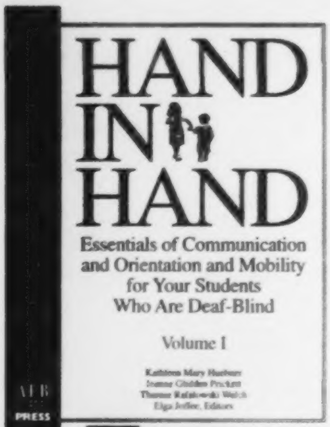
____

____

____

Please complete and return by June 23 to :

Mrs. Cathy Klien
OHEO/AIDB
PO Box 698
Talladega, Al 35160



HAND
IN
HAND
Essentials of Communication
and Orientation and Mobility
for Your Students
Who Are Deaf-Blind

Volume I

Kathleen Mary Huebner
Jeanne Glidden Prickett
Therese Rafalowski Welch
Elga Joffee, Editors

AFB
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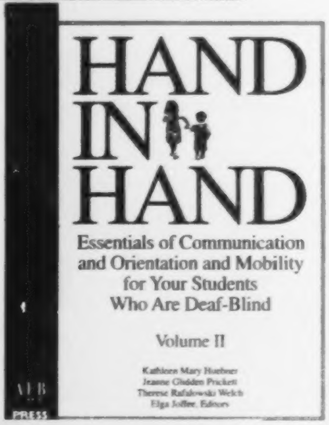

HAND
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Essentials of Communication
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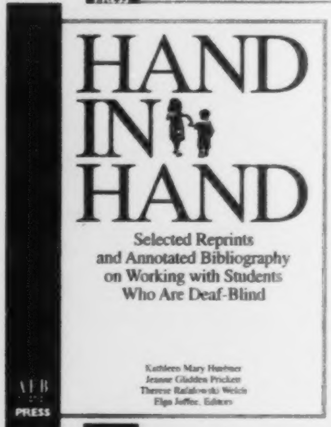
Volume II

Kathleen Mary Huebner
Jeanne Glidden Prickett
Therese Rafalowski Welch
Elga Joffee, Editors

AFB
PRESS



HAND
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Selected Reprints
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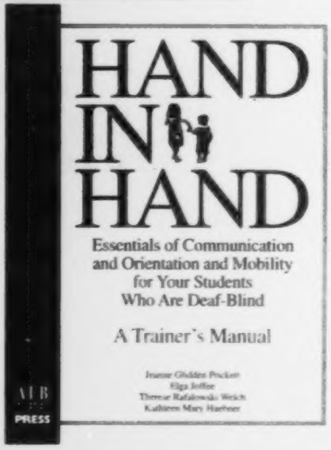

HAND
IN
HAND
Essentials of Communication
and Orientation and Mobility
for Your Students
Who Are Deaf-Blind

A Trainer's Manual

Jeanne Glidden Prickett
Elga Joffee
Therese Rafalowski Welch
Kathleen Mary Huebner

AFB
PRESS

- A wealth of practical strategies and background information on how to work effectively with students who are deaf-blind.
- An in-depth focus on skills essential to growth, development, and independent living.
- Detailed suggestions for working with students from birth to age 21 who are visually impaired, hearing impaired, or multiply disabled, as well as students with progressive medical conditions, advanced academic skills, and special health needs.
- Clear discussions of how to work in partnership with families and other integral members of each student's educational team.
- Comprehensive resources listing sources of information and assistance for classroom teachers and other service providers.
- Contributions from more than 30 nationally recognized experts in the field of deaf-blindness.

These effective, easy-to-use materials

- Were evaluated by educators in more than 100 field-test sites around the country.
- Can be obtained in alternate media. The video is closed captioned and audiodescribed.
- Are available for sale as a package and as separate components.

> “**HAND IN HAND** is an easy-to-follow package intended to assist a willing teacher to become a more effective teacher. The format is user friendly, provides quick access to needed information, and includes references to other helpful resources. This professional development package is the best single learning tool available for enabling teachers and team members to assist students to make gains in achievement, and from that, to derive personal satisfaction from their work.”
>
> — Lou Alonso, *Michigan State University, Department of Counseling, Educational Psychology, and Special Education*

EDITED BY:

Kathleen Mary Huebner, Ph.D., Director of the AFB Deaf-Blind Project, is the Chairperson, Division of Graduate Studies in Visual Impairment, and Director of Education and Rehabilitation Programs of the Institute for the Visually Impaired, at the Pennsylvania College of Optometry in Philadelphia. Previously, she was Director of the National Program Associates Department at the American Foundation for the Blind and directed the Graduate Teacher Training Program at the State University of New York at Geneseo.

Jeanne Glidden Prickett, Ed.D., is the Coordinator of Materials Development for the AFB Deaf-Blind Project. She was previously Assistant Professor and Coordinator of the Program in Visual Impairments at the Johns Hopkins University in Baltimore, as well as Technical Assistance Consultant to the Maryland Deaf-Blind Project, and Coordinator of the National Information Center on Deaf-Blindness at Gallaudet University in Washington, DC.

Therese Rafalowski Welch, M.Ed., the Coordinator of Consortium Activities for the AFB Deaf-Blind Project, is the former Director of Washington State Services for Children with Deaf-Blindness and a former teacher of children who are deaf-blind. She has given numerous presentations and provided in-service training at program sites throughout the United States and abroad on issues related to the education of children who are deaf-blind.

Elga Joffee, M.Ed., M.P.S., is National Program Associate at the American Foundation for the Blind and Chairperson of AFB's National ADA (Americans with Disabilities Act) Initiative. A certified orientation and mobility specialist, she is the producer of *We Can Do It Together*, a videotape and companion curriculum for teaching orientation and mobility to students with severe visual and multiple impairments, used systemwide in New York City public schools.

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FOUR COMPONENTS THAT CAN BE USED SEPARATELY OR TOGETHER AS AN IMPORTANT INFORMATION PACKAGE

HAND IN HAND
Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind, Volumes I and II

A two-volume self-study text that explains how students who are deaf-blind learn and focuses on essential communication and mobility skills. Includes self-study questions and answers, resources, and references. The user-friendly format includes concise "Help At A Glance" and "From Theory to Practice" sections throughout and space for note-taking. Sidebars, figures, tables, and photos offer additional perspectives and information. Appendixes, glossary, resources, and index also included.

(ISBN 0-89128-937-2)

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Module 3	Deaf-Blindness and Communication
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Module 5	Effective Service Delivery

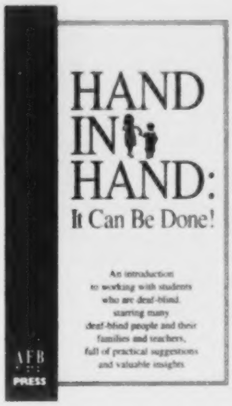
Unit 2: Communication

Module 6	Basic Concepts of Communication
Module 7	The Beginnings of Communication: Early Childhood
Module 8	Communication Systems, Devices, and Modes
Module 9	Manual and Spoken Communication
Module 10	Written Communication: Reading and Writing
Module 11	Assessment of Communication Skills
Module 12	Choosing Systems and Modes of Communication
Module 13	Strategies for Classroom and Community
Module 14	Transition to Adult Life

Unit 3: Orientation and Mobility

Module 15	Motor Development
Module 16	Movement and Early Childhood
Module 17	Orientation and Mobility: Basic Concepts and Techniques
Module 18	Approaches to Teaching Orientation and Mobility
Module 19	Strategies for Classroom and Community
Module 20	Transition: Travel Skills for Adult Living

The other components of this comprehensive package are:


HAND IN HAND:
It Can Be Done!
An introduction to working with students who are deaf-blind starring many deaf-blind people and their families and teachers, full of practical suggestions and valuable insights
AFB
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HAND IN HAND
It Can Be Done!

A one-hour video starring many people who are deaf-blind and their families and teachers that is an introduction to working with deaf-blind students and contains practical suggestions and valuable insights. Accompanied by an informative discussion guide, it can be used as a whole or in sections and is designed for use with parents and regular educators and in the community as well. Available in closed-captioned and audiodescribed versions.

(ISBN 0-89128-281-5 VHS, closed captioned; ISBN 0-89128-285-8 VHS, audiodescribed; ISBN 0-89128-282-3 PAL, closed captioned; 0-89128-286-6 PAL, audiodescribed)

HAND IN HAND
Selected Reprints and Annotated Bibliography on Working with Students Who Are Deaf-Blind

A collection of 27 journal articles on the topics of communication, orientation and mobility, functional skills, implications of various etiologies, and instructional strategies and intervention issues, accompanied by a description of more than 160 important print and audiovisual resources and information on how to obtain them.

(ISBN 0-89128-938-0)

HAND IN HAND
Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind—A Trainer's Manual

An in-service training guide that gives structured information and suggestions for using the *Hand in Hand* material. Focusing on the needs of the trainer, this manual provides sample blueprints for workshops as well as an overview of training, assessment, and evaluation. Also includes sample forms for conducting a pretraining needs assessment and posttraining evaluation.

(ISBN 0-89128-940-2)

The ***HAND IN HAND*** *materials were created by the AFB Deaf-Blind Project – a National Consortium Effort, which was funded in part by U. S. Department of Education Cooperative Agreement H086A00005.*

ALSO AVAILABLE FROM AFB PRESS...

Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults

by Dona Sauerburger

This practical guidebook by an experienced practitioner covers the essential aspects of communicating and working with deaf-blind adults. Full of useful information on subjects like how to talk with deaf-blind people, adapt orientation and mobility techniques for deaf-blind travelers, and interact with deaf-blind individuals socially, this book also contains information resources and sources of adapted equipment.

Journal of Visual Impairment & Blindness Special Issue on Deaf-Blindness, May/June 1995

This special issue of *JVIB* features research articles about early intervention, teaching strategies, inclusion, transition, low vision, and psychosocial perspectives on deaf-blindness. There are commentaries by educators and other professionals; first-person accounts by persons who are deaf-blind; and a chronology of the history of deaf-blind education.

Available in print or braille, or on cassette or disk.

What To Do When You Meet a Deaf-Blind Person

A flyer/poster showing the One-Hand Manual Alphabet, with photographs of Helen Keller's hands and a period photograph of Helen "speaking" to Alexander Graham Bell. Includes 9 points on what to do when meeting a deaf-blind person. Ideal for classrooms.

ISBN 0-89128-200-9 Available in bulk in the following quantities: 25 copies $35.00; 50 copies $63.00; 100 copies $112.00; 500 copies $420.00

Please contact the American Foundation for the Blind at (212) 502-7647 for answers to questions on ordering and for information on bulk discounts for all titles described.

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To order, complete and send to American Foundation for the Blind, c/o American Book Center, Brooklyn Navy Yard, Building No. 3, Brooklyn, NY 11205; or call (718) 852-9873; or FAX (718) 935-9647

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	0-89128-286-6	Hand In Hand:It Can Be Done (video - PAL - audiodescribed)	$49.95	$
	0-89128-938-0	Hand In Hand:Selected Reprints and Annotated Bibliography	$29.95	$
	0-89128-940-2	Hand In Hand:Trainer's Manual	$29.95	$
	0-89128-246-7	Independence Without Sight or Sound - print	$35.00	$
	0-89128-246-7	Independence Without Sight or Sound -braille	$35.00	$
	0-89128-200-9	What To Do When You Meet a Deaf-Blind Person	see above	$
	BOYD-1	JVIB Special Issue on Deaf-Blindness May/June 1995	$17.50	$
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FOUR COMPONENTS THAT CAN BE USED SEPARATELY OR TOGETHER AS AN IMPORTANT INFORMATION PACKAGE

> “The *Hand in Hand* curriculum is like an intensive course with some of the best instructors available... a treasure for teachers and specialists....”
>
> — Steven B. Johnson,
> *California Department of Education, Special Education Division*

Created by the federally funded AFB Deaf-Blind Project, the *Hand in Hand* materials emphasize the communication and mobility skills crucial to independence and provide important information to help service providers do their jobs effectively.

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ESSENTIAL INSTRUCTIONAL MATERIALS FOR WORKING WITH STUDENTS WHO ARE DEAF-BLIND

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______________________ ____

Phone: (w) ______________________

(H) ______________________

Affiliation(check one):

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____

Alabama Institute
for the
Deaf and Blind

MUSCLE SHOALS
REGION I
Director:
Ms. Glenda Cain

Alabama Institute
for the
Deaf and Blind

AIDB Regional Center
1450 E Avalon Ave.
Muscle Shoals, Al 35661

Phone: (256)381-1110
Fax: (256)381-1110
Email: gcain@aidb.sate.al.us

Tourette's Syndrome Workshop

"Taming the Tiger"

Tourettes Syndrone

Tourette Syndrone is an inherited neurological tic disorder. It often emerges in early childhood before the child enters school. The nature of the classroom setting, however, with its inherent restrictions and demands can turn what was already a difficult problem into a nightmarish situation. T

"Help Us Know And Understand"

Tourettes is poorly understood and often misdiagnosed. Imagine how horrendous it must be to twitch, jerk, and yelp uncontrollably without even knowing why your body is doing such strange things!

The information in this workshop is designed to give the audience an overview of the disability, resources for diagnosis and assessment , educational consequences, and possible treatment suggestions.

AGENDA
Thursday
May 13, 1999
9-3:30

Welcome, Project Orientation, & Introductions	*9:00*
Overview of Tourettes' Syndrone:	*9:30-11:30*
Lunch (on your own)	*12:30-1:30*
Video Documentary- "Twitch & Shout"	*1:30-2:30*
Panel- Parents/Educators Q&A Time	*2:30-3:30*

Refreshments

AIDB Regional Center
1450 E Avalon Ave.
Muscle Shoals, Al 35661

Helen Keller National Center

For Deaf-Blind Youths and Adults

Headquarters

111 Middle Neck Road
Sands Point, NY 11050-1299
Voice: 516-944-8900
TTY: 516-944-8637
Fax: 516-944-7302

Peter J. Salmon, LL.D.
Founder

Joseph J. McNulty
Director

Regional Offices

New England
Newton, MA

Mid-Atlantic
Sands Point, NY

East Central
Riverdale, MD

Southeastern
Atlanta, GA

North Central
Chicago, IL

South Central
Dallas, TX

Great Plains
Shawnee Mission, KS

Rocky Mountain
Lakewood, CO

Southwestern
Tarzana, CA

Northwestern
Seattle, WA

Operated by
Helen Keller Services
for the Blind

July 30, 1998

Noel E. Stephens
Alabama Institute for the Deaf and Blind
P.O. Box 698
Talladega, AL 35161

Dear Noel:

There is an old Irish saying: "A bad beginning leads to a good end." Well our week together in Talladega certainly proves this to be true. A "most amazing" thing happened between Monday and Friday. As I reflect upon the week I realized the magic was in the group. All of you are seasoned, very competent professionals. You are committed to the task of effecting change and improving the quality of life for all your clients. As Betty would say: "Your heart as well as your head is now involved."

Enclosed is a packet of paper reflecting the discussions, decisions and next steps for TEAM I. Soon you will have a new name!! Please read these pages carefully, discuss them with each other and perhaps bring them to your CAMP DINNER MEETING. If you find corrections, additions, subtractions etc., please feel free to enlighten the team members and send a cc to Susan L. and myself.

Good luck - see you in November.

Sincerely,

Sr. Bernadette Wynne
Coordinator, NTT

TIME COMMITMENT

1997-1998

Training Received	Training Given
12/97 One week - NY	12/98 One week TEAM1 - Alabama
7/98 One week - Alabama	Local Training Sessions
10 days	8 days

TEAM MEETINGS - 2 days

1999

Training Received	Training Given
Follow - up 1 day	Meeting & mentoring of TEAM II - 4 days
	Training Local Agencies - 4 days

TEAM MEETINGS - 2 days

RESPONSIBILITIES

A. Your Boss

1. Allow time off campus to conduct training sessions at other agencies.
2. Support your efforts and struggles.
3. Rejoice with your success.

KNOW WHAT YOU ARE ABOUT.

B. Inviting Agency

1. Request service from training team.
2. Profile the staff so you know your audience.
3. Profile the population receiving service from the staff so you are relevant.
4. Choose site for the training.
5. Reimburse transportation, meals, lodging, if necessary.
6. Commit to follow through.

C. You As Team Member

1. Prepare WELL.
2. Organize materials
3. Review evaluations and learn from them.
4. Send back evaluation summary and recommendations.
5. Communicate with team members.
6. Mentor members of TEAM II.
7. Coordinate training dates / sites / times with Rose and the three coordinators.

The Alabama Deaf-Blind Project

Zackie Bosarge summarized the D/B Project very clearly using the following analogy:

A. Scholarship to College - 12/97
The members of TEAM I received a scholarship to college: one week training at HKNC in NY.

B. Continuing Education (Post Graduate) - 7/98
The members of TEAM I received "continuing education": one week follow-up training in Alabama by the HKNC National Training Team.

C. Assistantship - 10/98
The members of TEAM I will train the members of TEAM II in Alabama under the watchful eye of the National Training Team.

D. Follow - Up (continuing education)
The project will support one full day follow-up.

E. Career Choices
Upon completion of college education, each person makes a career choice regarding how they will apply the training to their jobs, agency and community.

NB
1. The Project Director will not determine the direction of the TEAMS nor of the agencies.
2. The project funds have been allocated for the training of the TEAMS. New incentives cannot be added to the present project incentive.
3. A new "Project Incentive" can be developed for future goals.

Outcomes from HKNC Training Week (12/97)

Updates from TEAM I who participated in HKNC Training

R Holman
- Incorporated ideas and info into everyday work.
- Identified DB woman who had been sitting/advocated for training and for change of program here at EHG so this woman could return for a more functional program.
- Mentoring aide.
- Training at Auburn tomorrow.

L. Wilson
- Spoke to coalition in Montgomery with Stella.
- Used PFP in working with DRS clients.
- Told other counselors about training.
- Will present to Unit in Fall.

A. Harper
- Presented to faculty/staff of EHG.
- Wants to see every student mapped.
- Can see the light/door at the end of the hall.
- Wants HKS, EHG and family training in Talladega.

J. Holdenberg
- Developed object cues.
- Made communication books.
- To in-services.
- Meeting about Brian(d/b student).
- Schedule changes.
- More active role in behavior meetings.
- Stopped using standardized tests.

R. Lawler
- In-service HKS by NTT.
- Changed attitude and thinking with students.
- Wants to map all students at HKS.
- Three in-services:
  - Mississippi
  - Sp. Ed. Coordinators
  - Parents in Tuscumbia

P. Harper

- Looking at what students can do.
- Working as team with students.
- SW Center for Hearing Impaired - shared info and techniques.
- Conklin Center, Florida - shared info and techniques.
- AER and SERID participant in future plan.
- August - will select three students to MAP.
- Remembered how much a person can do.

N. Stephens

- New perspective from Adm to hands on.
- Taken a few sign classes.
- New thrust.
- Highlighted to AIDB what we need to do - to look at deaf-blind individuals in a new way.

B. Higdon

- Share with co-workers missing pieces of PFP they were doing.
- Practiced what she learned with students.
- Presentation in D.C.
- Established web site for TEAM.
- Met with Jim Harris, III.
- Presented to Coalition.
- Will present at AER.
- Wrote position papers(2).
- Brainstorming for TEAM I.
- Sent six questions out to members on Web Page. (see attached)
- Passed out 7/9/98 e-mail - Buffet of ideas.

V. & W. Tuck

- Supported other parents.
- Learned patience, be positive.
- Want to give back/pass on to others.

Jonnie Wells

- Changed her way of thinking on how to do her job.

Selection Process for Members of TEAM II

1. Each member of TEAM I make a list of candidates for TEAM II.
    - Duplicate yourself / profession
    - Prefer diverse professions
    - Prefer wide geographic area - statewide
    - Prefer diverse agencies
    - Include interpreters
    - Include family members
    - Include persons who are deaf/blind/deaf-blind

2. From this "pool" of good persons we will select 16 - 20 members for TEAM II.

3. Each member of TEAM I name possible training sites/participants.
    - Birmingham VA Regional Center: life skills/ O & M.
    - EPIC - School for Disabled Students
    - Birmingham Classroom Teacher: Beth Hayes
    - Special Education Coordinators - Public Schools
    - Colleges/Universities offering Special Education classes
    - OASIS - elderly
    - Other VR
    - JSU - Dan Miller
    - AER
    - Future conferences

4. With colored markers and using (✓) the members of TEAM I voted for the choice of TEAM II during lunch. This allowed the opportunity for discussion among themselves as well as selection.

5. Each proposed member of TEAM II will be contacted by a member of TEAM I and invited to participate in the project.

6. If the invited person is not able to join the TEAM at this time, an alternate person from the original list will be selected. Every effort will be made to maintain a diversity of talent and a wide geographic area of resources.

Proposed Members of TEAM II

	NAME	AGENCY	TITLE	LOCATION
	Emily Graham	Alabama Special Education Dept.	Head	Statewide
Yes	Lois Gregory	ADRS	O & M	Decatur
	Tammy Schrimsher	ADRS	Counselor with Deaf	Decatur
	Sherry Robertson	DMHMR	Service Coordinator	Statewide
No	Lynwood French	Helen Keller School	Teacher	Talladega
	Marie Gaskin	Helen Keller School	Parent	Birmingham
	Johnnie Harris	EH Gentry	Evaluator	Talladega
No	Phyllis Baker	Statewide	Director of Field Services	Talladega
	Betty Champion		Audiologist	Birmingham
	Robin Price	ADRS	Interpreter	Birmingham
	Wanda Cobb	ADRS	Interpreter	Birmingham
	Jim Allen	~~Auburn University~~ ADRS	Placement Specialist	
	Mimi Anderson	Dept. of Rehab. Services	Blind Counselor	Mobile
	Jamie Ison	AIDB	Regional Director	Mobile
No	Jim Donald	ADRS	Circle of Friends Dev.	Birmingham
	Ellen Gillespiei	Tar Water	Assistant Director	Montgomery
	Dr. Samierra Baird	Auburn University	Director of Spec. Ed.	
	Dan Miller	JSU	Office of Student Services	Jacksonville

JIM HARRIS III (D/B COILITION)
JIM HARE } (D/B COILITION)
NANCY ANNE SHERMAN

**ALABAMA
DEAF-BLIND
COALITION**

Deaf-Blind Interpreter Training Workshop

Dear:

We need your assistance to plan and offer a statewide Deaf-Blind Interpreter Training Workshop for the summer/fall of 1995. The training will be conducted by Susan Brooks, Regional Representative of the Helen Keller National Center. The mission of the planning committee is to discuss needs in Alabama for deaf-blind interpreters, criteria for selection of candidates for the training, and to plan future activities related to this training.

Please join us for this planning meeting on July 12, 1995, at 10:00 a.m. at the Alabama Society Conference room, 2125 East South Boulevard, Montgomery, (Please note that this is a change for the previously scheduled meeting date of May 23rd). Thank you in advance for participating in this much needed activity.

Jim Harris III, Chairperson
Alabama Deaf-Blind Coalition

BULLETIN

Deaf/Blind Interpreter Training Workshop Planning Session

When: July 12, 1995
10:00 a.m.

Where: Alabama Society Conference Room
2125 East South Boulevard
Montgomery

RSVP: Cathy Klein
(205) 761-3283
by July 10, 1995

APPENDIX G

Sample Presentations/Publications

At times, the first page of an event/publication is all that is enclosed if the information is lengthy. Samples/demonstrations of full text or complete slide shows are contained on the enclosed zip drive.

- **Infants and Toddlers-*Vision and Hearing Impairments***
- **Alabama Deaf-Blind Registry In-Service**
- **Cookbook Media Center**
- **Medical Aspects of Vision and Vision Disability**
- **Deaf-Blind Interaction Training**
- **Project Quarterly Newsletter**

Infants and toddlers

vision and hearing impairments

Mary Jean Sanspree, PhD
Alabama Deaf-Blind Project

1998 Alabama Deaf-blind Registry

Mozart's Symphony No. 40

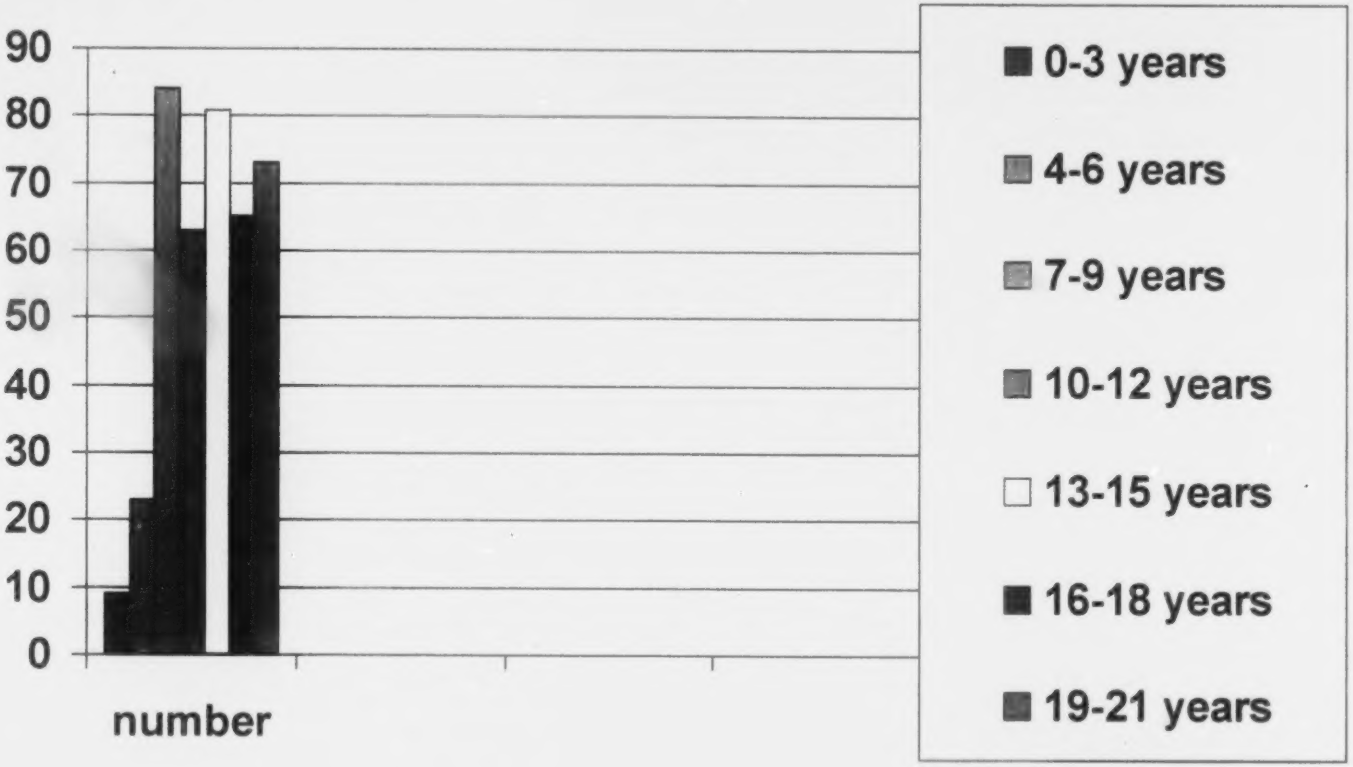
Report to

Alabama Deaf-blind Coalition

1997 Data Collection Overview

- Alabama was a pilot state for national data collection format
- The Alabama adult registry - persons over the age of 22 years - increased by 61 persons
- Alabama Deaf-blind registry increased from 289 students to 398
- Infants age 0 -3 years increased from 0 in 1996 to 9 in 1997

Alabama Deaf-blind Registry by ages

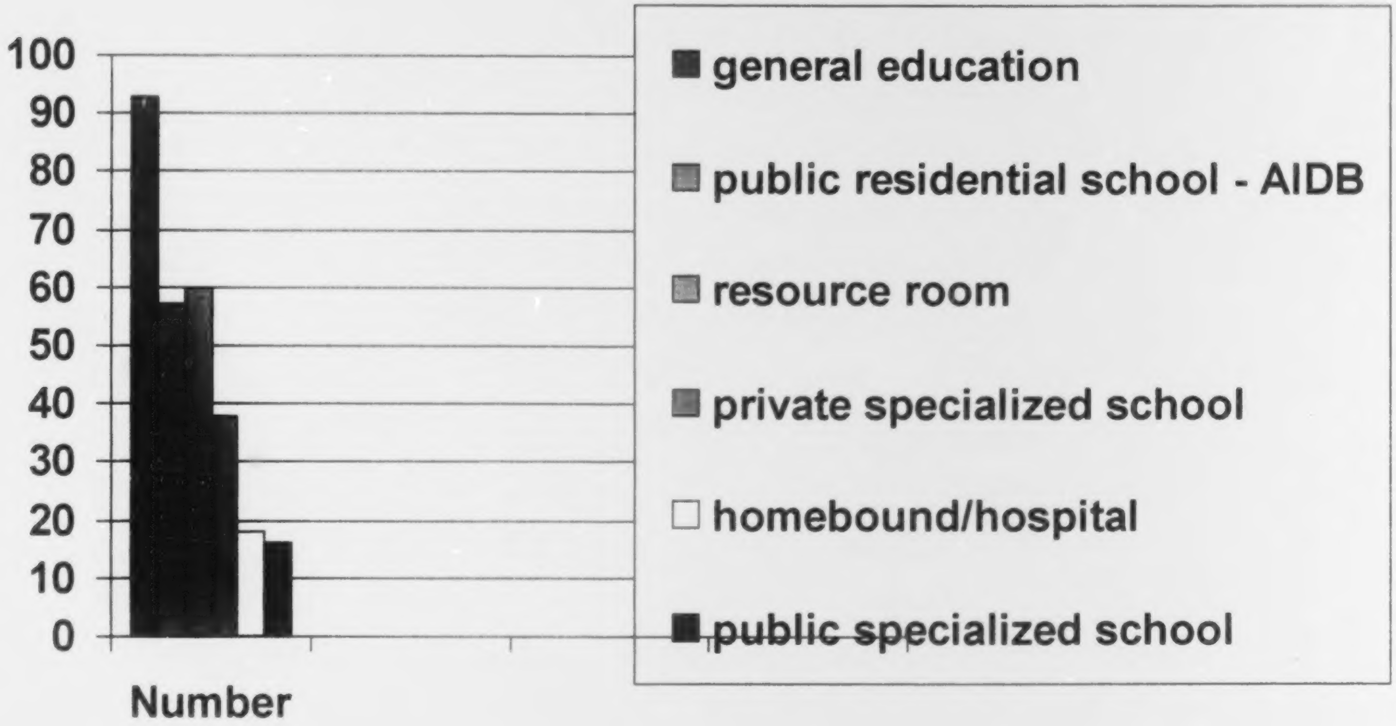


Etiology of Alabama Deaf-blind School Aged Citizens

(numbered items refer to registry reporting form numbers)

- Major categories
  - #399 - Other non-congenital causes (140 children)
    - #501 - Cannot determine etiology (89 children)
    - #401 - Complication of prematurity (55 children)
- Minor categories
  - #199 - Other hereditary syndromes & disorders (15 children)
  - #208 - Hydrocephalus (12 children)
  - #305 - Meningitis (9 children)

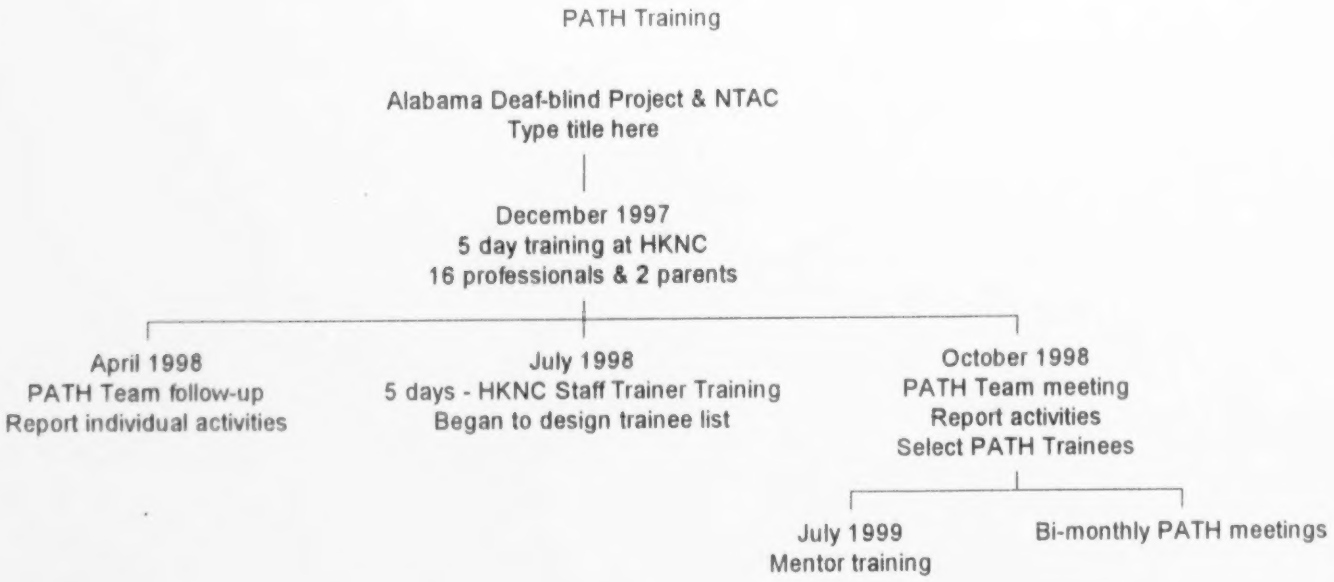
Educational settings of Alabama Deaf-blind Students



Parent technical assistance

- IDEA - 35 parents
- Fund raising for parent groups - 70 parents
- Tourettes - related disability training - 350 parents and professionals
- Alabama Deaf-blind Coalition - parents attend quarterly meetings
- Orientation to deaf-blindness - 3 ADIB regional centers, Jacksonville State University & Auburn University - 100 parents & college students
- Toll free number - over 100 calls per month
- PATH (NTAC) training - 4 parents involved

Technical assistance for professionals and parents PATH (NTAC Training)



PATH Training

Alabama Deaf-blind Project & NTAC
Type title here

December 1997
5 day training at HKNC
16 professionals & 2 parents

April 1998
PATH Team follow-up
Report individual activities

July 1998
5 days - HKNC Staff Trainer Training
Began to design trainee list

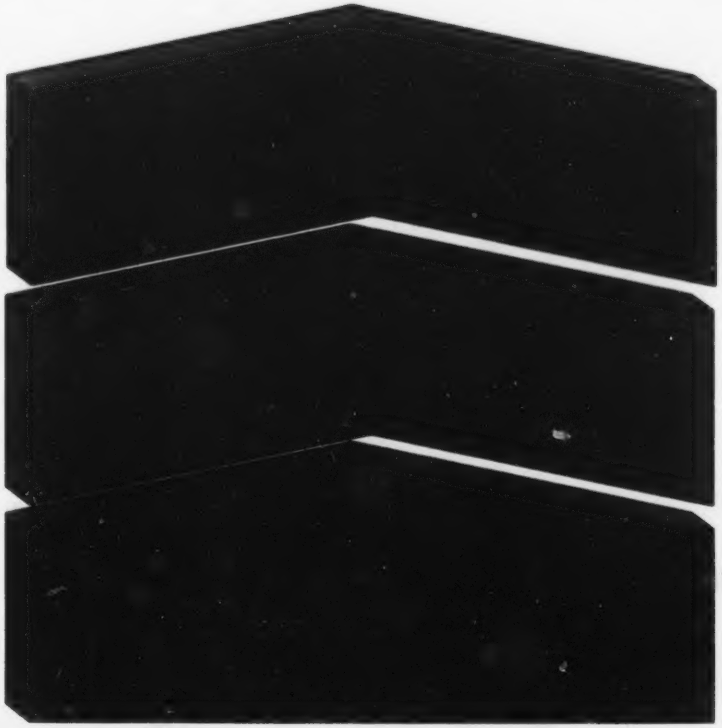
October 1998
PATH Team meeting
Report activities
Select PATH Trainees

July 1999
Mentor training

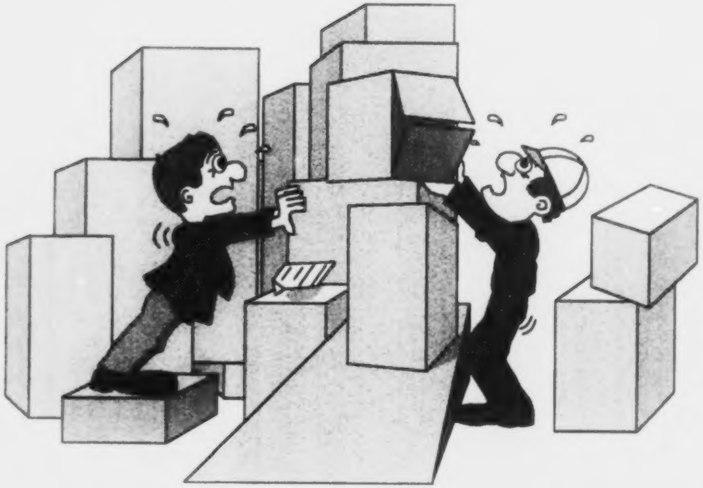
Bi-monthly PATH meetings

Technical Assistance - Deaf-blind Interpreter Training

- Two teams (20 people) have completed training
- A 3rd team has been selected
- March 1999 - 3rd interpreter team training
- Total trainers/trainees = 30



Alabama Deaf-blind Project “Cookbook Media Center”



- Videos & CDs
- Newsletters
- Digital photography
- Procedural manuals”

  Distribution
  - “Hand in Hand”
  - Vision manual
  - Early intervention manual
- Distance learning
- Certificates

Technical Assistance - Distance Learning

- Summer Learning Institute - Teacher training/summer assessment camp at AIDB Helen Keller School & Adult Facility (UAB graduate classes- 19 graduate students)
- Funding through UAB, Hilton-Perkins Teacher Training, AIDB and the Alabama D/B Project - Alabama & West Virginia students involved

Distance learning for 1999

- Summer Learning Institute 1999
- Braille classes for parents & professionals - begins November 1998
- Deaf-blind orientation at AIDB regional centers - quarterly
- IDEA training - bi-annual
- Participation - Alabama Early Childhood Conference - November 1998

Plans for 1998 - 99

- Interpreter training for team #3
- Summer Learning Institute
- PATH training - Team #2
- NTAC-housing team
- Regional technical assistance

We're supporting our families!!!

Bach's Brandenburg Concerto No. 3

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Media
Center
Cook Book

Table of Contents

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"Cook Book Media Center"

An Explanation

The "Cook Book Media Center" is a presentation designed to assist parents, schools, rehabilitation programs, and other service and civic agencies to learn how to make state-of-the-art materials and learning tools for working with persons who are dual sensory impaired.

This book was designed with the intention of making a person's job easier. Recipes included are very general, and appropriate variations should be made. Cooking times for each recipe will vary as all people approach certain tasks differently and with different abilities.

The tools and methods described herein are produced on media equipment that any school or home would be likely to have or could access with minimal funding. All equipment used can be purchased for under $20,000.00. The equipment and strategies are required to be simple, easily replicated, inexpensive, and capable of being adapted to accommodate alternate modes of communication such as Braille, large print, cassette tapes, etc.

Additional cookbooks can be ordered from the Alabama Deafblind Project.

Ingredients

All of the ingredients listed below will be used in the "recipes" on the following pages. The "recipes" will use a combination of these ingredients to create the final product. Please note that **all** of the "ingredients" listed below can be purchased for under $20,000.00. To use each software title listed, a person must consult all technical manuals at his disposal.

Needed	Recommended
Two VCRs or one Dual Deck VCR	Go Video Model No. GV3070X
Video Editing Board	AMBICO Video Editor Model V-6330
Computer Video Editing Board	Aver VideoEditor
Color TV (two are helpful)	Panasonic Model No. CT2040-SS
Pentium Class Multimedia computer	Minimum requirements: Pentium-133, 32 MB RAM, 2 Gb IDE Hard Drive, 4 MB Video Card, Sound Blaster 32 Sound Card, CD ROM, and all other standard peripherals
Compact Disc Writer and plenty of blank CDs	Smart and Friendly Model CD-R 4000/PRO
Computer software	Software: Microsoft Word Microsoft Excel Microsoft PowerPoint Curtain Call (video creator and editor) Video Director Ver. 2.5 Sound and Clip Art Libraries CSC Drive Duplicator
Digital Camera	Casio Model QV-100B Digital Camera
Video Camera	Sony Handycam Video 8 Model CCD-TRV41
Video Projector (req. computer int.)	EIKI LC Data-Grade Projector Model LC-5200U
Wireless Remote Mouse (for making group presentations)	ADS Remote Mouse Plus
Wireless microphones (for recording)	Radio Shack Multi-Channel Professional Wireless Lapel Microphones
Sound projection device	Optimus Dual Cassette Karaoke Center

Data Centered Reporting

This recipe is the method to use when preparing a report on very specific data such as a financial report. Before beginning one must have collected all the data and information needed for the report.

Ingredients

Pentium Class computer
Software: Microsoft PowerPoint
Sound and ClipArt Libraries
Video Projector (optional)
Wireless Remote Mouse (optional)
Sound Projection Device (optional)

Use Microsoft PowerPoint to create a slide-show displaying all pertinent data in various styles and formats. Make sure to utilize as many aspects of MS PowerPoint as possible in order to break up the monotony of the report.

To present in a meeting atmosphere, use the video projector in connection with the computer to project an enlarged image of your finished project. Use the wireless remote mouse to operate the computer from across the room. Use the sound projection device to ensure everything will be heard

Approximate preparation time: **1 - 4 hours**

Event Centered Reporting

This recipe is the method to use when reporting on an event both before and after the event.

Ingredients

Pentium Class Multimedia Computer
Software: Microsoft PowerPoint
Sound and ClipArt Libraries
Digital Camera
Video Projector (optional)
Wireless Remote Mouse (optional)
Sound Projection Device (optional)

Use the digital camera to take carious pictures of event (or people) to include in presentation. Download pictures from camera to computer and save in bit-mapped format (*,bmp) so that MS PowerPoint will recognize them. Use MS PowerPoint to create a slide-show to display all pictures. Make sure to utilize as many aspects of MS PowerPoint as possible in order to break up the monotony of the report.

To present in a meeting atmosphere, use the video projector in connection with the computer to project an enlarged image of your finished project. Use the wireless remote mouse to operate the computer from across the room. Use the sound projection device to ensure everything will be heard.

Approximate preparation time: **3 - 10 hours**
(includes photography time)

Content Centered Reporting

This recipe is the method to use when preparing a report to demonstrate and explain the steps to be taken to complete a certain task, such as teaching someone how to bake a cake.

Ingredients

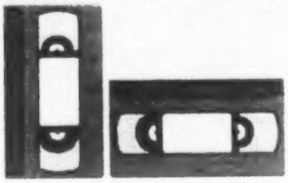
Pentium Class Multimedia Computer
Software: Microsoft PowerPoint
Sound and ClipArt Libraries
Digital Camera
Video Projector
Wireless Remote Mouse
Sound Projection Device

Write down all necessary steps in presentation. Be detailed in explanation. Use digital camera to take any pictures you may deem necessary to include in presentation. Download pictures from camera to computer and save in bit-mapped format (*.bmp) so that MS PowerPoint will recognize them. Use MS PowerPoint to create a slide-show to display all steps and explanations. Make sure to utilize as many aspects of MS PowerPoint as possible in order to break up the monotony of the report.

To present in a meeting atmosphere, use the video projector in connection with the computer to project an enlarged image of your finished project. Use the wireless remote mouse to operate the computer from across the room. Use the sound projection device to ensure everything will be heard.

Approximate preparation time: **3 - 10 hours**
(includes photography time)

Video Production



This recipe is the method to use when producing a video.

Ingredients

Two VCRs or one Dual Deck VCR
Video Editing Board
Computer Video Editing Board
Color TV
Pentium Class Multimedia Computer
Software: Curtain Call
    Video Director
    Sound and ClipArt Libraries
Video Camera
Wireless Microphones

Write a script of how you want video to flow, including all title and credit screens. Create title and credit screens on computer using Curtain Call. Using computer Video Editing Board, record all title and credit screens to a video tape. Tape all video segments needed using separate tapes for each segment. If taping a lecture or discussion, speakers should wear Wireless Microphones to reduce background noise problems.

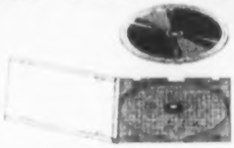
Organize the tapes in the order the segments need to appear on the finished product. Hook up the Video Camera to the VCR. The original tapes will go in the Video Camera; the finished product will be written in the VCR. Program the Video Editing Board so that it can communicate with your VCR and use it to make smooth transitions between different cuts and tapes. Swap out the tape in the Video Camera as the script calls.

Play the finished product on TV to ensure quality.

Please note: Several runs may have to be made in order to get the quality you desire. You must redo the entire taping, not just the section that is messed up.

Approximate preparation time: **6 - 15 hours**
(depends on time needed for initial recording of segments)

Compact Disc Production



This recipe is the method to use when producing compact discs.

Ingredients

Pentium Class Multimedia Computer
Computer Software: CSC Drive Duplicator
Compact Disc Writer and plenty of blank CDs

Make a list of all items to be written to compact disc. Using CSC Drive Duplicator software, create an image file of all objects to be written to CD. Then, using the same software, write the image file to the compact disc.

Please keep in mind several things:

⇒Almost all commercial software is copyrighted. Therefore reproduction of said software is illegal and punishable by law. In order to reproduce any commercial software, written permission must be obtained.

⇒Read all manuals and help files associated with the CD Writer and CSC Drive Duplicator. Creating a CD is not something that is easy. Many things can cause problems. For instance: if you close out the CD at the end of the writing process, even if you haven't used all the available space on the CD, you will still not be able to write to it.

⇒If you are putting items you have created on to a CD (for example - several PowerPoint slide-show presentations), the user must have MS PowerPoint on his computer in order to read the files.

⇒In creating a compact disc, errors may occur. Usually if these errors occur when writing to the CD, the CD will be unreadable. You have a pretty Frisbee. (We have quite a collection!)

Approximate preparation time: **6 - 15 hours**
(includes disc writing time)

Notes

"Are You Experiencing Technical Difficulties?

Technical Assistance

For technical assistance of any kind in connection with this project or for extra Cook Books, please contact:

Alabama Institute for Deaf and Blind
Office of Special Projects
(205) 761-3283

Credits

Alabama 307.11 Project

Alabama Institute for Deaf and Blind

University of Alabama - Birmingham

UAB School of Optometry

East Alabama Area Agency on Aging

Liz Moore Low Vision Center

Medical Aspects of Vision and Visual Disability

-An Overview-

A training manual for classroom teachers, rehabilitation counselors, case managers, caretakers, and other individuals who would like to learn more about the eye and diseases that affect it.

Rod Nowakowski, O.D., Ph.D
Author

funded by the Alabama Deaf/Blind 307.11 Project and the
Title III-F Aging Project
Office of Health, Evaluation, and Outreach

Participating Agencies:
Alabama Institute for the Deaf and Blind
and
East Alabama Region IV Area Agency on Aging

Deaf-Blind Interaction

AIDB Inservice

Introduction

- ☑ Different communication strategies for Deaf-Blind individuals.
- ☑ A better understanding of how to communicate with Deaf-Blind individuals.
- ☑ Discuss new techniques for communicating with our students.
- ☑ How to use a team approach in teaching our students.

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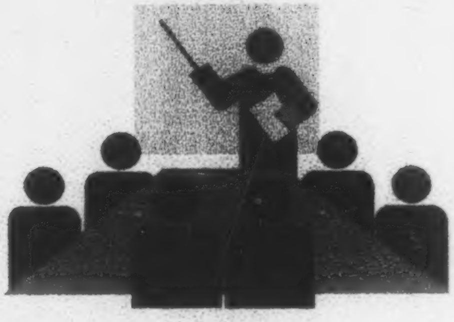
Agenda

- Objectives
- Key Challenges
- Communication Options-Video
- Collaborating and Planning-Activity
- Roles of an Intervenor-Video
- Conclusions, Questions,Comments
- Evaluation

Objective



- To give information about different communication techniques.
- Be able to apply it to our students.

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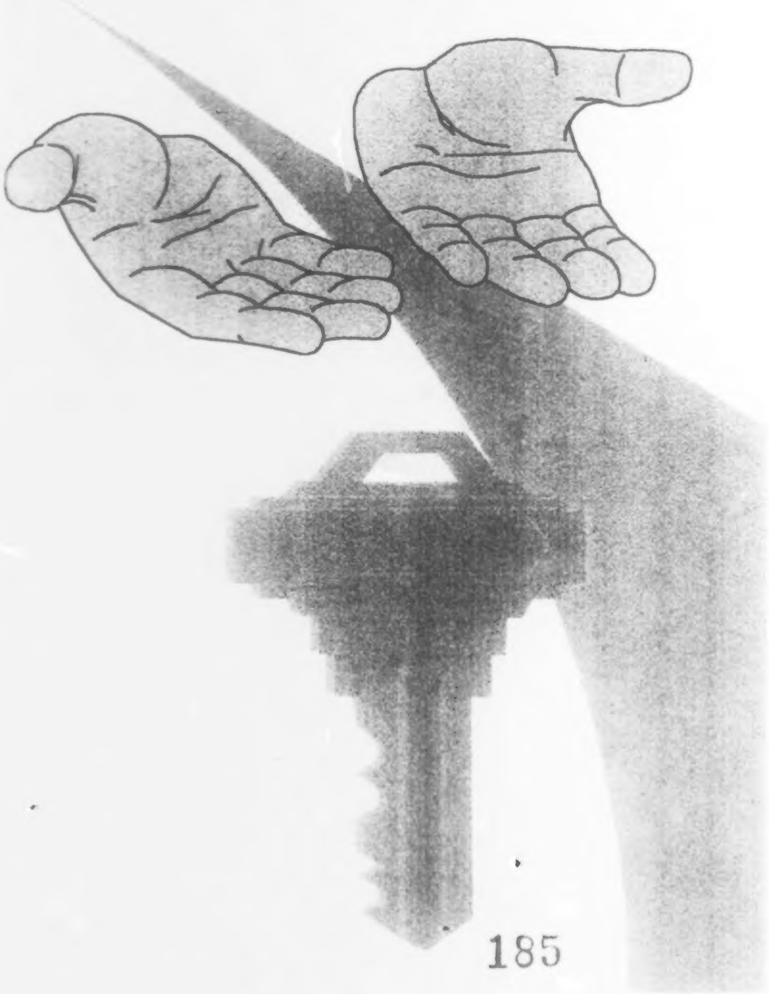
Key Challenges of Deaf-Blind Learners

- Isolation- Enviroment, People
- Difficulty acquiring abstract concepts
- Limited number of communication partners

Communication Options

- Body Language
- Touch Cues
- Object Cues
- Gestures
- Tangible Symbols
- Sign Language



Collaboration & Planning

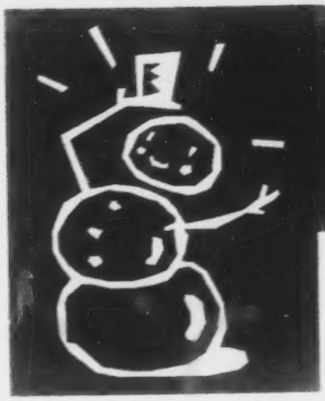
- Mapping
- Who's Involved
- Team Approach
- Group Activity

Roles of an Intervener

- Link between child and surroundings.
- Facilitates interaction between child and unfamiliar others.
- Motivates child to learn.
- Participates in planning of the IEP process.
- Works with the child co-actively to learn daily routines.
- Video

Conclusions

- Summary
- Questions
- Comments
- Evaluation



HEAR/SIGHT

Volume 1,Issue 1 – Editor: Zackie Bosarge **Winter,1999**

Alabama Deaf-Blind Project

Inside this issue:

Letter from the Editor – Show & Tell 1
Report – Deafblind Registry 1-2
Report – Training and T.A. 2-4
Report – Parental Involvement 4-5
Report – Interagency Collaboration/ Dissemination 5
The Future 6

Inserts:

- D/B Registry Eligibility
- D/B Interpreter List
- PATHfinders List
- Interagency Agreement
- ADBMA Newsletter
- Parent Application

SHOW and TELL

As of 1/30/99, the Alabama Deaf-Blind Project, 1995-1999, is coming to a close. A new grant cycle, hopefully, will begin in October, 1999 and provide continued, improved, and expanded technical assistance, training, and support to service providers, communities, and parents of persons in Alabama who are deaf-blind. The project's purpose, now and in the future, is to ensure that a positive quality of life is possible for this population.

This Winter Edition of the Alabama Deaf-Blind Project's Newsletter is designed to present a final report on the project's activities over the past four years and to offer a well deserved "thank you" to the many supporting agencies and individuals who have contributed to the successful completion of the project's '95-99' goals and objectives. This editor feels that because of the efforts of this project and its many collaborating partners, a rich foundation of awareness and services for the dual sensory impaired population of Alabama has been established with many new opportunities available and successfully accessed. It is expected that the activities of the next project cycle, 1999-2004, will ensure that Alabama remains a national model for serving infants, toddlers, youth and young adults who are deaf-blind.

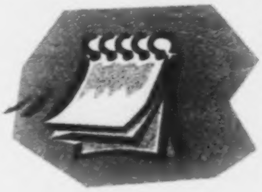
So for your reading pleasure and feedback, we present to you:

ALABAMA'S DEAF-BLIND PROJECT

"Past, Present, and Future"

Report – The Deafblind Registry

The Alabama Deafblind Registry is sent to each school district each winter to collect data on the Alabama citizens who have dual sensory impairments. In the past three years, the number of students, age 0 to 22 years, has increased from 264 to 389. This 47% increase in numbers is due to the cooperation of the Alabama State Department of Education, Special Education Services, the parents and teachers at each school, and the local coordinators of special education programs.



Information from the registry is used to report numbers to the U.S. Department of Education, to study the trends of etiology in each state, and to plan training seminars for teachers, parents, and communities where citizens with deafblindness live. Training for interpreters of the deafblind consumer, grant writing skills for parents, employment training for professionals, and housing opportunities for families have been products of the training requests over the past four years. Teacher and parent training are affected by the information gained through this annual registry data collection.

Report – The Deafblind Registry continued:

Registry

The data is collected at UAB and reported to the Alabama Deafblind Coalition each quarter. This past year, UAB was one of the national pilot sites for new methods of data collection. The successful portions and the items requiring changes were presented in Washington, DC so that the new form for 1999 will constitute a thorough questionnaire for all states and territories. Look for your form in early March of 1999. If you wish to register someone, you may call **1-888-child DB (1-888-244-5332)**. Remember, **anyone**, can register an individual on the Alabama Deafblind Registry!

- Count & Ages: In 1995, the Alabama Deaf-Blind annual registry counted **264** children and youth ages **0-21**. This year, the child count is **389** ages **0-21**; this is an increase of **47%** added to the **0-21** count; a total of **100** persons, ages **22-28**, are added to this count which makes a total of **489** on the full registry or an increase of **85%**.
- The child count is done by UAB and analysis of the data offers us information relative to distribution, placement, ages, and predicted educational needs such as personnel and special services.
- Annual surveys of professionals, parents, and communities provide the project specific information relative to training and technical assistance needs statewide.
- Registry information is submitted to the project through cooperative protocols established by the project from SDE, CRS, early childhood programs, AIDB Regional Centers, private schools and programs, VRS, DD, community agents, parents, etc.
- Individuals on the registry are determined eligible from a medical diagnosis of the disability or an at-risk status. **(call 1-888-244-5332)**

Report - Training and TA

*SLI

Since UAB School of Education has the only graduate teacher training program in visual impairments and deafblindness in Alabama, use of AIDB's many facilities are important to the practice of classroom theory. Through many different funding sources, UAB and AIDB provide an annual Summer Learning Institute, regional educational opportunities for parents and families, research about training needs, and statewide arts and cultural activities. Combining teacher and parent training creates a unique connection for UAB and AIDB.

The Summer Learning Institute is a graduate teacher training entity of the summer camps on the main campuses of the Helen Keller School, Alabama School for the Blind, and E. H. Gentry. Funding from Hilton Perkins Teacher Training Program, through the Perkins School for the Blind and the Conrad N. Hilton Foundation, Reno, Nevada, is combined with funding from the Liz Moore Low Vision Center, UAB, and the Alabama Deafblind project to implement the intensive summer training in sensory impairments. AIDB provides the housing and classroom space so that the program is cost effective for the parents and teachers participating.

The Helen Keller School assessment camp is the site for trainees and parents to participate in graduate classes while working with students during assessments, leisure time such as horseback riding, meal time and dorm activities. Students learn from experienced teachers who are administering the assessments and provide assistance at the other activities. Communication for the deafblind and augmentative communication device development are expertly taught by the teachers from the Helen Keller School.

At the Alabama School for the Blind, graduate students complete practicum activities by serving as teachers in the classroom and in other camp activities. Each trainee has completed over 200 hours in the classroom prior to this practical experience and concludes teaching tasks under UAB and AIDB supervision. Since most of the teachers at ASB are graduates of the program, they are great mentors for newer trainees.

E. H. Gentry is also a collaborating partner for the Summer Learning Institute. Trainees in the vision program and in the general special education program for "collaborative teachers" participate in the daily programs at Gentry, interview adult clients, and observe the latest technology available for the sensory impaired individual. Daily journals are kept to document the experiences and reactions to the course requirements.

For more information, call **1-888-childDB.**

*Summer Chill Out

Summer Chill Out, held at the Birmingham AIDB Regional Center, is a weekly camp for blind and deafblind children ages 2 to 14 years. Alumni of the camp serve as counselors for work experience. With AIDB providing the camp meeting place, local public school teachers leading the camp activities, the Oak Grove Par Three with golf grounds, the Birmingham Jewish Community Center for swimming, and the Sertoma SerTeens and John Carroll High School volunteers, the camp is successful each summer. Funding for this camp is through the Liz Moore Low Vision Center and UAB. Graduate students receive practicum clinical hours for working in the camp. If you live in the Birmingham area, or outlying counties, you may register by calling 1-888-**childDB.**

*Independent Living and Housing for the Adult Person who is DeafBlind, Ages 22-28
"We Need You"

This past Fall, fourteen people participated in training about housing for the adult who is deafblind. Guided by the Helen Keller National Center in New York, through the National Technical Assistance Consortion (NTAC), parents, professionals, and community support persons learned about programs offering opportunities for housing and began the journey to designing a plan for Independent housing—as defined, specifically, for each person involved. This first session was very successful and will be the foundation for two more formal family and community workshops.

We are looking for families who are interested in planning future independent living opportunities for a person who is deafblind. The training will be available in your home community and will be a "beginning" for training and exploration for your family member. There is limited space this year, but more training will be provided in the future for those who apply. If you are interested, call 1-888-childDb for more information.

*PATHFinders

Beginning in December of 1997, the Alabama Deaf/Blind Project and the Alabama Institute for Deaf and Blind, and the Alabama Deaf/Blind Coalition entered into a collaborative endeavor with the Helen Keller National Center and other major Alabama State agencies to replicate a national service delivery model, the PATH project. This project was designed and established at HKNC in 1993 with OSER's funding to address a critical national need. Its purpose was to determine appropriate strategies and practices that would assist service providers and programs throughout the country to provide evaluation, training, and placement to transition age youth and young adults with deaf-blindness who are often not successfully served by traditional program process. The target population for the replication project in Alabama will be persons with deaf-blindness and/or other disabilities, ages 14-28, who need additional and unique support to achieve successful and continued community placement.

An interdisciplinary, interagency State Trainer's Team received in-depth training from HKNC staff to develop and enhance skills needed to implement the PATH program components, and to, in turn, serving as mentor trainers, provide similar training to two additional state teams within the next two years. The first mentor training will be offered in July, 1999. The second state team members are currently being identified.

Students and young adults who are deaf-blind registry eligible are the targeted population expected to benefit from this staff training as recipients of services during the training and replication. It is expected that many of these students and adults are currently at home or in institutional settings due to sparse opportunities for placement and employment. (see Insert List of PATH Team Members)

*Interpreter Training

A statewide Deaf-Blind Interpreter Training Workshop was conducted in 1996 by Susan Brooks, Regional Representative of the Helen Keller National Center. The original team received information and practicum training to become mentor trainers for two additional deafblind interpreter workshops during the last two years of the grant.

This training is limited to 10 or less candidates annually, and attendance is by invitation only. The candidates are nominated by a member of the mentor training team, and selected by group consensus. Nominations and selection are based on knowledge of skills as an interpreter, commitment to serving the deaf and deafblind populations of this state, and anticipated interest in expanding interpreter skills to serve a population both statewide and nationally.

Fifteen hours are required to complete the training course. Practicum activities are planned for the interpreter trainees for interaction and input from clients with deafblindness from the Alabama Industries for the Blind. (see Insert List of Interpreters)

*Cookbook Media Center

The "Cook Book Media Center" is a TA objective designed to assist parents, schools, rehabilitation programs, and other service and civic agencies to learn how to make state-of-the-art materials and learning tools for working with persons who are dual sensory impaired.

A procedural manual is available that was designed with the intention of making a media novice's job easier. Recipes, for setting up a "center" and developing products are included in the manual. The steps in the manual are very general, and appropriate variations can be made for specific programs.

The tools, products, and methods described in the manual are designed and produced on media equipment that any school or home would be likely to have or could access with minimal funding. The equipment and strategies are required to be simple, easily replicated, inexpensive, and capable of being adapted to accommodate alternate modes of communication such as Braille, large print, cassette tapes, etc.

"Cookbooks" can be ordered from the Alabama DeafBlind Project at 1-888-**ChildDB**.

Report - Parental Involvement

The project employs a Parent Activities Coordinator, Mrs. Veronica Tuck, who is the parent of an 18 year old sensory impaired consumer, DeRell Tuck. Mrs. Tuck is responsible for coordinating the training activities involving parents throughout the state. During this project cycle, the major TA workshops have included Deaf-Blind Orientation, Writing Grants, Tourette's Syndrome, and the Law/IDEA. Mrs. Tuck also acts as a resource for accessing project products and materials for parents and professionals. Part of her responsibilities include peer counseling, home visits, advocacy efforts, and responding to numerous individual and group requests for support and information. Mrs. Tuck has received national training as a parent advocate for families of the dual sensory impaired person, as well as required training in all aspects of the project's activities.

*Statewide Parent and Professional Meeting Announcement

The Alabama Deafblind Project staff invites you to participate in a statewide parent & professional teleconference. This conference will be in a site near your home and will be interactive. The sites are available through the Alabama Intercampus Interactive Telecommunications Systems (IITS) and you can talk to the speakers from your site. If you are interested in participating, please assist us in the planning! Complete the enclosed teleconference form and fax or mail the attached information. Thanks!!

Report - Interagency Collaboration/Dissemination

*The Formation of The Alabama Deaf-Blind Coalition

In Alabama, as in other states, there is a recognition of the fact that the wide-ranging needs of the deaf-blind population, particularly as they relate to the adult years, cannot effectively be addressed by any one agency, but rather, must be addressed by many agencies working together along with parents and allied professionals.

Originally, in the 1980's a task force was established by AIDB's Alabama Deaf-Blind Project and the state's Vocational Rehabilitation Services. This task force's mission was to promote the achievement of the optimum functioning level of persons who are multi-disabled by both visual and auditory impairments and/or other disabilities.

The goals were as follow:

1. Interagency Agreement

To establish and maintain an interagency agreement committee having the responsibility to develop and to annually review and revise an interagency cooperative agreement addressing specific goals and objectives to facilitate interagency collaboration and coordination of services to person who are deaf-blind and multi-disabled.

2. Information Sharing/Forum

To serve as a forum for member agencies, organizations, and significant others to exchange relevant information regarding deafblind and multi-disabled persons and to identify problems and strategies for problem resolution.

3. Support Parent Efforts

To serve parents' organizational efforts by providing technical assistance, expertise, and to facilitate successful collaboration with agency personnel.

4. Needs Assessment

To collect, compile, and disseminate data and other information regarding needs of deaf-blind and multi-disabled persons and to provide needs assessment information to agencies, service providers, and others to facilitate effective planning for service delivery and to support agency efforts to address identified needs.

5. Awareness Building/Training

To promote awareness of the needs of deaf-blind and multi-disabled persons and of strategies and approaches to addressing those needs and to provide training/education to parents, professionals, and others whose increased awareness and understanding will enhance the quality or quantity of services to deaf-blind and multi-disabled persons.

6. Services Facilitation

To serve as a resource to agencies, parents, or others to assist in obtaining appropriate services for clients who have not been able to secure needed services through normal and routine channels.

*The Interagency Agreement

In 1990, the first Interagency Agreement was signed with seven major state agencies participating. These seven agencies met quarterly to design strategies and collaborative endeavors for achieving stated goals. In 1997, needing to up-date the membership and revise or develop new goals, a second interagency memorandum of agreement was signed with 11 major state agencies participating. All goals in the previous agreement had been achieved with the exception of services facilitation for the older transition age individual (21-28). This new agreement (see insert) placed emphasis on services for this population with a continuation of programs and services for other ages.

Another major responsibility that the coalition assumed in 1990 was to act as an advisory board for the Alabama Deaf-Blind Project, and its members continue in this capacity. Each member of the coalition also acts as an advocate to disseminate surveys, project literature and products, newsletters, etc., relative to project goals and objectives.

Report - The Future

Where do we go from here? **Our past has determined our future.** The past four years has helped create successful building blocks for the future of persons with deaf-blindness in Alabama. The foundation is strong and the established plan is a design for living that reflects quality as well as opportunity. To move forward we must continue, expand, and refine the activities that have been launched, and also find new and innovative approaches to meet the challenges not yet resolved or even faced. We have a canvas and a palette filled with many colors of paint. We can now begin to draw and refine the features of our picture.

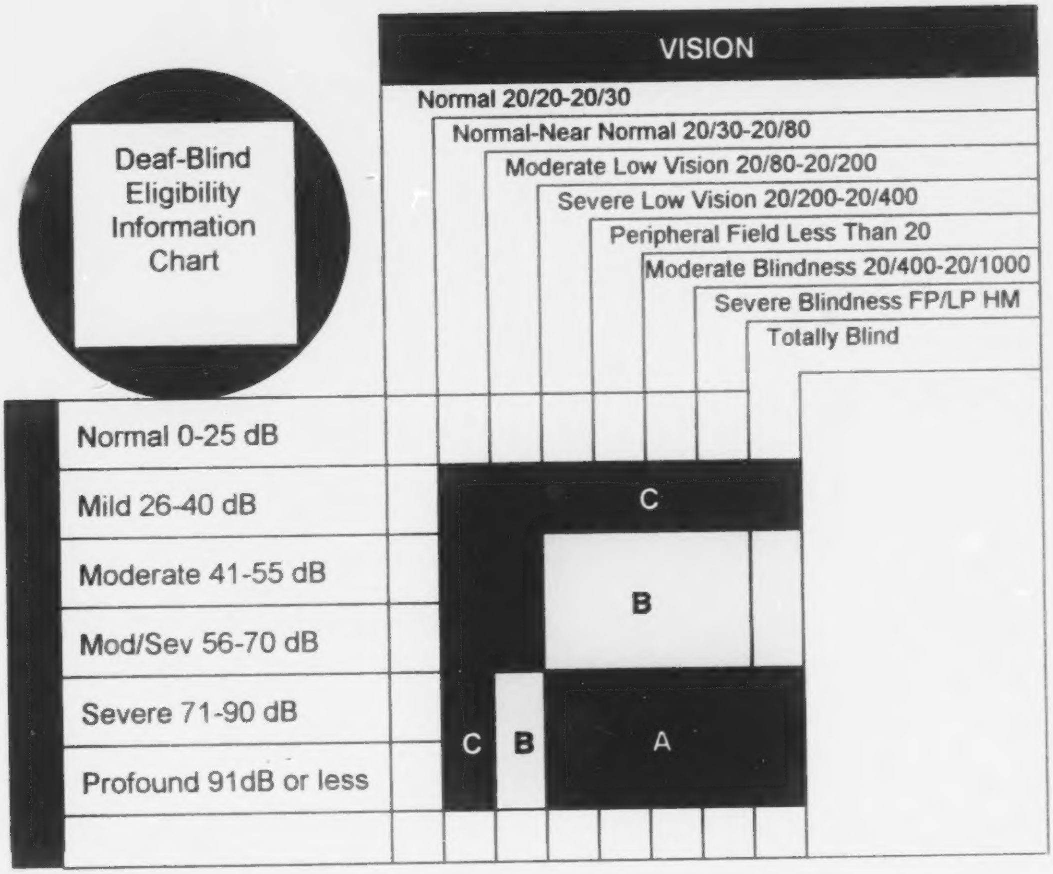
In our new funding cycle, new shades and depth will be added to make the quality of the painting even richer and more expressive. Our future will see expanded technology available for individual instructional tools, distance learning for teachers, and development of assistive devices for consumers; training activities will ensure that qualified and informed professionals and paraprofessionals will be available to provide services in even the most remote rural areas of the state; parents and families will develop strong informed networks for support and participation in futures planning for their children; identification of persons eligible for services will expand and reduce the numbers still "falling through the cracks"; and the sensory impaired individual and his/her family will be empowered to continue to experience upward mobility to a prosperous and productive life.

Thanks to all the supportive and collaborating partners involved with the activities of the Alabama Deaf-Blind Project! You are making it happen!!

Alabama Deaf-Blind Project

Liz Moore Low Vision Center
Medical Center East
50 Medical Park East Drive
Birmingham, AL 35235

Phone: 1-888-Child-DB
(1-888-244-5332)


Deaf-Blind Eligibility Information Chart
VISION
Normal 20/20-20/30
Normal-Near Normal 20/30-20/80
Moderate Low Vision 20/80-20/200
Severe Low Vision 20/200-20/400
Peripheral Field Less Than 20
Moderate Blindness 20/400-20/1000
Severe Blindness FP/LP HM
Totally Blind
Normal 0-25 dB
Mild 26-40 dB
Moderate 41-55 dB
Mod/Sev 56-70 dB
Severe 71-90 dB
Profound 91dB or less
C
B
C
B
A

Description:

(A) Individuals who are both peripherally deaf or severely hearing impaired according to the definitions of "legal" blindness and deafness; acuity is to be measured or estimated in conjunction with a recognition of their level of cognitive development and supported by medical description of pathology.

(B) Individuals who have sensory impairments of both vision and hearing, one of which is severe and the other moderate to severe.

(C) Individuals who have impairments of both vision and hearing, one of which is severe, and additional learning and/or language disabilities which result in the need for specialized services.

(D) Individuals who have auditory/visual impairments of a relatively mild to moderate degree and additional learning and/or language disabilities which result in the need for specialized services, or who have been diagnosed as having impairments which are progressive in nature.

(E) Individuals who are severely multi-handicapped due to generalized central nervous system dysfunction, who also exhibit measurable auditory/visual impairments or deficits in auditory/visual functioning below mental age level. (Not on chart.)

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* * *

INTERAGENCY AGREEMENT ON SERVICES TO INDIVIDUALS WHO ARE MULTIPLY HANDICAPPED WITH VISUAL AND AUDITORY DISABILITIES

This cooperative agreement is entered into by the undersigned parties to mobilize available resources to assist individuals who are severely multiply handicapped with visual and/or auditory disabilities in achieving their optimum functional level. This agreement is not intended to diminish current responsibilities of the parties to this agreement to perform such duties as may be required under federal or state laws.

The purpose of this non-financial agreement is to facilitate the parties working together:

1. To promote and maintain an interagency cooperative agreement committee which has the responsibility to review and suggest revisions to this agreement as may be needed and serve as a clearinghouse for information and activities relative to interagency planning efforts.

2. To enhance public and agency awareness and understanding relative to needs and concerns of individuals with deaf-blindness and multiple disabilities regarding services provided by the parties to this agreement through sponsorship of, and participation in, parent and professional training activities and presentations, and development and dissemination of appropriate informational materials.

3. To conduct needs assessments and to promote incorporation of deaf-blind issues and concerns into other needs assessment activities as may be appropriate, to participate in compilation and analysis of needs data, in order to identify and decrease service gaps and service duplication and promote appropriate service planning and care coordination focusing on the over twenty-one population for whom employment may not be feasible but for whom day activities and supported living arrangements are necessary.

4. To provide staff contact persons, as needed, for support in the cooperative planning of transition programs for persons who are multiply handicapped with visual and/or auditory disabilities, to participate in developing a cooperative transition plan appropriate to the clients' needs and functional abilities and to participate in other transition activities which may be jointly developed by participating agencies and organizations.

5. To encourage the staff of our agencies at all levels to participate in joint staff meetings and in-service training for the purposes of exchanging information and creating better understanding of the services provided by the parties to this agreement.

6. To work together to identify and clarify the service responsibilities of each party to this agreement for persons who are multiply handicapped with visual and/or auditory disabilities.

7. To serve as the Advisory Board to the state's federal 307.11 project for deaf-blind individuals.

This agreement is effective on this date: June 27, 1996.

STATE DEPARTMENT OF EDUCATION
Ed Richardson
Dr. Ed Richardson
State Superintendent of Education

DEPARTMENT OF REHABILITATION SERVICES
Lamona H. Lucas
Lamona H. Lucas, Commissioner

DEPARTMENT OF HUMAN RESOURCES
Martha S. Nachman
Martha S. Nachman, Commissioner

ALABAMA DEAF/BLIND MULTIHANDICAPPED ASSOCIATION
Robert Schafer, President

PUBLIC HEALTH
Donald E. Williamson MD
Donald F. Williamson, M.D., State Health Officer

COMMISSION ON AGING
Martha M. Beck
Martha Beck, Commissioner

DEPARTMENT OF MENTAL HEALTH AND MENTAL RETARDATION
Charles A. Fetner
Charles A. Fetner, Acting Commissioner

ALABAMA INSTITUTE FOR DEAF AND BLIND
Dr. Joseph F. Busta, Jr., President

ALABAMA MEDICAID AGENCY
Gwendolyn H. Williams
Gwendolyn H. Williams, Commissioner

ALABAMA DEVELOPMENTAL DISABILITIES COUNCIL
Thomas B. Holmes
Thomas B. Holmes, Chairman

ALABAMA COMMISSION ON HIGHER EDUCATION
Henry J. Hector
Dr. Henry J. Hector, Executive Director

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PATH PROJECT
PARTICIPANT LIST

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William Tuck Parent Trainer	3736 Plant Road Talladega, AL 35160	Work – 362-8290

Alabama Deaf/Blind Interpreter Trainers

REGISTRY

NAME	ADDRESS	PHONE/FAX
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Dee Johnston	2215 Sue Drive Oxford, AL 36203	(256) 835-3655 (H) (256) 782-5093 (W)
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Sylvia Primeaux	58 Lee Street Mobile, AL 36604	(334) 478-8312
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Frances Smallwood	P.O. Box 1181 Huntsville, AL 35807	(256) 776-4573 FAX (256) 776-0168
Robin Price	Dept. of Rehab/DSS P.O. Box 19888 Homewood, AL 35219-0888	1-800-671-6837
Wanda Cobb	Dept. of Rehab/DSS P.O. Box 19888 Homewood, AL 35219-0888	1800-671-6837
Skip Griffies	592 Wood River Lane Talladega, AL 35160	(205) 761-3417

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ADBMA NEWS

January, 1999

REFLECTIONS

News from the President

All the talk of the approaching millenium has caused me to reflect on ADBMA's past. We have been in existence for about twelve years. At that time, Diane Willis, Title 6C Project Director for the Sunbelt Region (7 southeastern states) and Jim Hare, Alabama Project Director saw the need to empower parents. They wanted to train parents to be aware of what to expect in the education process and they wanted parents to be able to form a partnership with professionals. They also wanted parents to organize to enable them to share their experiences and knowledge with other parents. At that time, Florida had a very strong parent group. So several of us were sent to a workshop in Florida. Ruby and I, Jimmie and Frank Campbell, Brenda and Allen Holmes, and Ella Stevenson attended that meeting. We returned home and organized ADBMA. Over the years, we have seen many changes, as with any organization—some good, some bad. Twelve years later we continue to grow.

Our purpose has always been to promote public awareness and understanding, to improve the quality of life, and to provide information and referrals to families.

We actively participate with the Alabama Deaf-Blind Coalition to promote interagency cooperation for development of alternative living arrangements. A new interagency agreement was signed a couple of years ago. The Deaf-Blind Coalition is the advisory board for Alabama's DeafBlind Project.

We publish a newsletter several times a year to keep everyone up with what is going on around the state. We continue to work on our membership list. We updated our brochure about a year and a half ago. Brochures have been placed in the AIDB regional centers and ADRS offices around the state and in many other locations as well. AIDB, ADRS, and Liz Moore Vision Center have been very helpful to our organization in many different ways. Our most active members tend to be parents of older deaf/blind children or adults. We are trying to come up with ways to connect up with parents of younger children so that they can benefit from our experience.

We have a yearly meeting in Tuscumbia in June during the Helen Keller Festival. We usually try to have a business meeting and a training session. This June will be our fourth annual meeting in Tuscumbia. Our attendance has grown each year. This year we will have more respite care that we have been able to afford the last few years.

Our members are active in diverse organizations, enabling us to be knowledgeable in what's happening around the state in matters that effect the disabled. Some of the organizations that we are involved in are the Alabama Developmental Disability Council (ADDC), The Arc (both local and state), Individual Family Support (all levels), Alabama Path Project, Alabama Disability Commission, Council of Organizations Serving Deaf Alabamians (COSDA), MRA boards, National Family Association for DeafBlind (NFADB), National Federation of the Blind (NFB) and American Council for the Blind (ACB).

Bob Schafer, President
Rschafer@net-master.net

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MOBILE HAPPENINGS

On November 17th, we went to COSDA meeting in Montgomery. We discussed the pros and cons of the last conference, which was held in Birmingham. If any organization would like to set up a booth at the conference and display their materials they will be welcome. Also wanted to know if any organization would like to be on their web site. Another COSDA meeting was held January 26th, 1999 in Montgomery. We'll see you in February.

Beverly and Pat

SCOTTSBORO NEWS

Everything is going good in Scottsboro. We are currently working on another fundraiser for Tish Gamble. She is getting to be a big girl now. Her single mom is in need of a van with a wheelchair lift. Tish now weighs over 100 lbs. and Mom is breaking her back. We will be selling candles and potpourri. These will be great gift items if any ones wants to order. We will also be selling chances on a watch that a local jewelry store donated. We hope to make enough so that we can get the down payment.

Hope Lindbom is doing well now. Maybe she will be back in school soon. Thomas and the others have missed her this year.

We are looking at an old Holiday Inn building that the state has taken for back taxes. We have contacted them and written a letter to find out how much this will cost. We have talked to Jane Myrick. She is working on trying to get some grants, so that we can turn this into an independent living facility for our almost independent children. We could use the kitchen area for a cafeteria. The bar area could be a game room. Anyone with any ideas, let us or Bob know. This could be a great project for ADBMA.

Charlotte & Nadene

Notice:

An ADBMA board meeting is scheduled for March 20th, 1999 at the ADRS state office on East South Blvd. In Montgomery at 12:00 p.m. Bring your lunch and join us. Everyone is welcome to attend. See you there! Contact any of our board members for more information.

SOUTH ALABAMA

Diane, Jeff, and I enjoyed helping plan Thanksgiving and Christmas parties for children and parents at Choctaw Early Intervention Center. I attended the January meeting of the Alabama Deaf-Blind Coalition in Montgomery and expressed my views concerning current needs for our families. I look forward to seeing some of you at the February 27th meeting of the ADBMA Board in Montgomery, and to seeing all of you at our annual meeting in June in Tuscumbia.

Jerry Barlow

TALLADEGA NEWS

First off, Bobby and Joyce became grandparents again. Cobby had a little girl. She weighed in at 7 lbs. 11 ounces. She needs your prayers because of a breathing problem.

Now for the rest of our news. Our group has been active with volunteer work with a local family support group, building ramps for local families in need. We have been busy with workshops dealing with Deaf-Blind awareness, Tourette's Syndrome, and fundraising. We are still recruiting new members. We hope in the near future to be working hand-in-hand with some other advocating groups. 1999 will be very productive and active if we stop and look at where we are and at just how far we want to go this year.

Josephine and Squeekie were home for a few days during the holidays. They had some good fellowship together. DeRell Tuck took part in a talent show at Helen Keller School January 21st. Bob Goodwin had a great time at the zoo a couple of weeks ago. Mary and Jamie Maddox were thrilled to have a visit from Santa before school let out. And lastly, Jennifer Newman took part in the inaugural parade with the band from the Alabama School for the Blind.

Bob Newman

This newsletter is supported (in part) by the Hilton Perkins Program of the Perkins School for the Blind, Watertown, Massachusetts. The Hilton Perkins Program is funded by a grant from the Conrad N. Hilton Foundation of Reno, Nevada.

STATEWIDE PARENT & PROFESSIONAL TELECONFERENCE REGISTRATION FORM

MAIL:
Dr. Mary Jean Sanspree
Alabama Deafblind Project
UAB School of Optometry
1716 University Boulevard
Birmingham, Alabama 35294
FAX: (205-934-6722)

NAME: ______________________________

ADDRESS: ______________________________

CITY: ______________ STATE: __________ ZIP: __________

PHONE: ______________ FAX: ______________

E-MAIL: ______________________________

Name of person who is deafblind: ______________________________

Relationship: ______________________________

Topic you are wishing to discuss:
- Orientation to deafblindness
- Housing
- Employment
- Communication
- Resources/services

Dates most convenient for you:
- April 21, 1999 (Wednesday)
- April 22, 1999 (Thursday)
- April 23, 1999 (Friday)
- April 24, 1999 (Saturday)

Times most convenient:

Weekdays:
- 4:00 -- 6:00 p.m.
- 5:00 – 7:00 p.m.
- 6:00 – 8:00 p.m.

Saturday:
- 1:00 – 3:00 p.m.
- 2:00 – 4:00 p.m.
- 3:00 – 5:00 p.m.
- 4:00 – 6:00 p.m.
- 5:00 – 7:00 p.m.
- 6:00 – 8:00 p.m.

Comments/Suggestions:

APPENDIX H

Parent Information

- Brochure Showing Locations of AIDB Regional Centers(Local Training)
- SLI Information
- Intervenor Workshop Agenda
- Infants and Toddlers Transition-"Reach for the Stars"
- Hand in Hand (manuals and videos placed at all 8 Regional Centers after workshop)
- PATH Information
- Adbit Information

- Alabama Deaf-Blind Coalition Memorandum of Agreement
- Sample Special Education Advisory Board Participation
- Sample ICC Participation
- UAB Contract
- SHAA

ADBMA NEWS

Alabama Deaf-Blind Multihandicapped Association
JUNE, 1999

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256-350-9723
Vice-President:
Jerry Barlow
205-459-3914
Secretary
Beverly Raines
334-452-5130
Treasurer
Charlotte Watson
256-259-3158

Board Members
Diane Barlow
205-459-3914
Jim Hare
256-761-3401
Jim Harris III
1-800-441-7607
Pat Lynch
334-649-7168
Robert Newman
256-362-4766
Kathy Schafer
256-350-9723
William Tuck
256-362-8290

ADBMA
PO Box 1383
Decatur, Al
35602

CELEBRATION

News From The President

I'm really excited. Our new web page should be up and running soon after you receive this newsletter. It's www.adbma.org. Vincent Bryant is the designer. He's a student at Calhoun Community College in Decatur. It was done as a class project. Mr. Bryant, however, has gone above and beyond the class assignment to give us a really special web page. It turned out to be bigger and better than I could ever have imagined. He's even made sure that the site is speech friendly so that the visually impaired accessing our web site will be able to utilize it too: whether they are using a talking computer or Braille output. Remember, you don't have to have a computer at home to use our web site. Most public libraries have free internet access. Our site will link you to all kinds of interesting information pertaining to deafblindness.

It's almost time for our yearly meeting in Tuscumbia. This year is our fourth annual meeting in the Shoals. Our attendance was the biggest ever last year. Let's make it even bigger this year. Our meeting usually lasts a couple of hours. This year's meeting is longer, with lunch and respite provided for you. Also reimbursement to help cover your expenses will be available on the day of the meeting. Details are available in another article in this newsletter.

I look forward to seeing many of you on June 26th in the Shoals. As we celebrate Helen Keller's life and accomplishments, what better place and time to renew old friendships.

Bob Schafer, President
rschafer @ net-master.net

Helen Keller Festival

Each year, Tuscumbia has a festival celebrating the life of Helen Keller. It's always the last week in June, since that was when she was born. There is always a parade on Friday morning (this year - June 25th) and a big arts and crafts festival all weekend long. Every year there is also a special art show. Every summer there is also a special live presentation of "The Miracle Worker", the story of Helen Keller's life. If you haven't seen "The Miracle Worker" in Tuscumbia, you are missing a very special treat. Some tickets are still available for June 25th and 26th by contacting Ivy Green at 256-383-4066 or there are a limited amount available for June 25th by contacting Dr. Mary Jean Sanspree with UAB at 205-934-4710. Included in the price of the tickets is a tour of Ivy Green – Helen Keller's birthplace. There is usually other entertainment scheduled for the Festival weekend too.

Scottsboro News

Still working on housing! We have received a price on the old hotel but still have a lot of red tape. School is out and we are looking for some fun things for our kids to do this summer. We would love to have funding to take the kids on an educational trip to the Early Works Museum in Huntsville. We may have a large yard sale. Hope and Thomas are finally doing better. They both have been real sick this school year. We are planning on helping build some wheelchair ramps this summer.

Nadine and Charlotte

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ADBMA Workshop

On June 26th, 1999, we have scheduled a workshop from 10:00am to 4:30 pm at the AIDB regional center in Muscle Shoals. For directions see attached map. We will have respite care available for your multihandicapped family members and their siblings. However, to ensure that we have enough care givers available, you need to write, call or email Bob Schafer with names and ages of individuals that will be needing respite care. It would also help if you would include special instructions for your special family member.

Workshop presenters are:

Lois Gregrory with the Decatur office of ADRS. She will do some low vision simulations.

Noel Stephens with AIDB. He will give us an overview of the Path Project.

John Gillum with the University of Alabama. He will talk about alternative housing.

Connie Rogers, an independent contractor. She will talk on person centered futures planning.

Nancy Ann Sherman, Region 4A Director with NFADB. She will talk on sibling issues.

Lunch will be provided. We will have a short board meeting after the presenters. We will also have a computer available so that those of you that have not seen our web page can do so at that time.

We do have some funds available for stipends to attend this workshop. We pay .25 cents per mile per car (using a state roadmap to determine mileage). We pay an additional 60 dollars per family if you are traveling between 150 and 500 miles. If you are traveling more than 500 miles round trip, you will receive 120 dollars per family. This money is available only to folks that aren't receiving money to attend this workshop from any other source. We can only pay for travel within the state of Alabama. You will be reimbursed at the end of the workshop. Even though we anticipate having enough funds to pay for anyone that wishes to attend, money will be distributed on a first come basis, so please let Bob Schafer know as soon as possible if you are coming so that you will be assured that your reimbursement will be available.

Dr. Mary Jean Sanspree has set aside a block of rooms at the Holiday Inn in Sheffield. They are 62 dollars a night. Holiday Inn's # is 256-381-4710. The rooms are listed under the Helen Keller Art Show. Dr Sanspree also sets up a hospitality room especially for parents at the Holiday Inn each year. There is always plenty of good food available (friendly folks and good company, too).

All in all, I guess that is a pretty good deal. You can plan a weekend to see some old friends, make some new friends, get some really useful information from a workshop, and visit the Helen Keller Festival. You'll get money that should cover your gas and motel room and you also get free meals for Friday night and both lunch and supper Saturday. Hope to see you there!!!

Southwest Alabama

Diane, Jeff, and I have been busy helping to plan a Barbecue on May 20th for the children and parents who attend the Choctaw County Early Intervention Center. The event is an annual one that is enjoyed by all that can make it. Representatives of the agencies that serve the children will be there to meet with the parents and get feedback from them.

We look forward to seeing every one in June at the Helen Keller Festival. We encourage everyone to attend and enjoy the fun and help make our annual meeting a success .

Jerry Barlow
205-459-3914
jfb@pinebelt.net

Talladega News

Talladega folks have been busy the past few months. We participated again this year in Sunshine Saturday as volunteers and had a wonderful time. Some of our children had art work entered in very special arts and the art work has been on display at the Bell South Building in Birmingham. DeRell Tuck and Johnny Beasley attended the awards and reception, along with Helen Keller art teacher Stephanie McGee. DeRell also had a letter of invitation from Congressman Bob Riley to attend another very special arts award and reception at the art museum in Sylacauga. He, his parents and art teacher attended.

Some of our children have been enjoying kickball and had a tournament on May 15th along with a barbecue. We are making plans to attend the Helen Keller Festival in June. Our next meeting is June 8th at 6:30pm. Josephine is doing fine in nursing school and Squeekie is still stealing hearts in her new placement. Bob is going to camp on Fridays with a little extra effort from mom (Anita). We are praying for William Maddux as he prepares for two weeks of summer camp.

Jennifer Newman is playing in the band at the Alabama School for the Blind. She is doing well in her first year. She had the experience of playing in the inaugural parade in January in Montgomery. She had her first band concert in April and played 4 songs with the senior band. She is also taking piano lessons.

As a new member of the board, I wanted to tell you a little about myself. I have been an advocate for the developmentally challenged for over 13 years. I work with parents dealing with school systems in a tri-county area. I have had parent group training dealing with the law and school. I have been on the Alabama State Planning Committee for the past 2 years. I have been a member of Individual and Family Support Council for about 4 years. I have a program that I put on for groups dealing with Tourette's Syndrome. I have been working on some grant writing for a local Christian school.

Hope to see you at the festival.

Robert Newman
Cobby@Bellsouth.net

Press Release

On Wednesday , April 28th, 1999, a banner day for Alabama's children and adults with disabilities., Governor Don Siegelman signed an Executive Order creating the Governor's office on Disability. The Executive Order reaffirms his long-time commitment to individuals with disabilities and their families. and to their increasing inclusion and participation in all aspects of life. As Secretary of State, Don Siegelman fought for the inclusion of people with disabilities in the election process. As Attorney General, he included the disability community in the passage of the Americans with Disabilities Act by giving them a voice through statewide forums. As Lieutenant Governor, Siegelman actively included people with disabilities, their families, and advocates in the legislative process. Establishing the Governor's office on Disability, the Governor recognizes not only the importance of removing structural, economic, and attitudinal barriers to the inclusion of these citizens in Alabama communities but also the positive impact of their potential contributions to Alabama. Primary duties of the office include: coordinating statewide compliance with existing state and federal laws relevant to disability issues; drafting and recommending to elected officials legislation responsive to the needs of individuals with disabilities; coordinating the analysis of disability issues toward developing consumer-oriented disability policy; and facilitating consumer inclusion in all aspects of life through networking and coalition building.

Governor Siegelman appointed Barbara Futral Crozier as Director of the Governor's Office on Disability. Crozier is a native of Tallapoosa County and has used a wheelchair for mobility since contracting polio at age eight. She has worked closely with Siegelman for 15 years on disability issues and is known for her outspoken advocacy for the disability community.

On Friday May 7, 1999, Governor Siegelman appointed 25 members and an advisor to the Alabama disAbilities Commission and placed the commission under the auspices of the Governor's Office on Disability. The appointees are individuals with disabilities or family members of people with disabilities who actively advocate for disability rights. Appointees represent Alabama's citizens with all disabilities, including sensory, mobility, cognitive, and other physical impairments. Crozier also serves as Commission Chair. Rebecca Wright, a consultant and policy analyst, serves as Vice Chair.

(Your President, Bob Schafer, is one of the 25 members of the Alabama disAbility Commission.)

News From Dothan

We are home now all doing our own thing. On September 24, 1998, on his 16th birthday, Jamie had a grand mal seizure that lasted 1 hr and 45 min. This seizure messed up his liver, lungs, and kidneys. He was sent from Dothan to Children's Hospital in Birmingham. He stayed in the hospital for 62 days, 45 days in ICU and SCU. It was a real experience. Jamie was in a coma for 20 days. He had no kidney output for 10 days. He had 10 dialysis treatments. He was on a respirator 6 times. He had 26 units of blood and he had 2 stomach surgeries. He lost 25 lbs. of weight which I am trying so hard to get back on him. It's a slow go. Jacob, Andy and I are all wiser because of all this. Jacob and I have lots more gray hair. Jacob was unable to work for 2 1/2 months; but our Lord provided for us. The Lord has been so good to us. We met lots of wonderful people.

God bless you,
Joy Coleman

The Arc State Convention

The Arc of Alabama will hold its State Convention and Business Meeting in Tuscaloosa, June 17th-19th. They are planning to use this as the kick off for The Arc's No Waiting List Campaign. Over three thousand people are currently waiting on residential and day program services in Alabama. If you are a person with disabilities or a family member of a person with disabilities, you need to come to this convention. If you are unsure what will happen to your son or daughter when you are no longer able to take care of them, you need to come to this convention. National speakers will discuss tactics, advancements in other states and national trends regarding this issue. There will also be 12 breakout sessions: presentations by ADAP, People First, AIM, Early Intervention, RISE(supported employment), Housing, and others.

YOU NEED TO BE THERE!!!

Mark Griffin
The Arc of Morgan County

Workshop in Progress

E. H. Gentry Technical Facility has received approval from the AIDB Board of Trustees to implement a sheltered workshop for persons with sensory impairments. The workshop will be called "Pathways". Currently, EHG has a contract with Wal-Mart to build wood products. EHG is seeking additional contracts involving simple two to three-step tasks to expand employment options. Pathways is currently located in the work adjustment area where three individuals are employed. Plans are to move Pathways to the Crown Manufacturing building located next door to EHG, which was recently purchased by AIDB. The Alabama Industries for the Blind and the AIDB business offices will be located in this building as well.

HKNC Grant

If funded, the Student Support Services Department at E. H. Gentry will utilize the Helen Keller National Center grant to develop and pilot a comprehensive supportive living program in Talladega, Alabama for individuals who are deaf-blind. The plan of action is to meet the specific needs of deaf-blind persons who are entering the workplace. Over the course of five years, we hope to develop a program to provide more comprehensive supported living services, network referral services, and provide the groundwork for individuals to enter the AIDB Pathways Training Program.

Summer Camps

Summer Blast 99, scheduled for June 20-26, 1999 will give persons with a sensory impairment the opportunity to be independent to be employed and to be a contributor to the community. At Summer Blast, students will determine their career paths and set realistic goals to reach a chosen position. Through assessment, class instruction and participation, this discovery program will challenge and stimulate the student and provide opportunities to meet with professionals and interact with their peers.

Students will experience college life during the College Preparatory Program, scheduled for June 27–August 6, 1999. They will learn how to be away from home, interact with others, attend college classes, study, and manage their time. Students will leave with a self-confidence that will help the transition from a school setting to college.

For more information , contact Travis Fields, Director of Student Support Services at 256-761-3406.

PATHFINDERS

PATHFINDERS is an interdisciplinary team of professionals formed with the direct assistance and participation of the thirteen state agencies and organizations which form the Alabama Dead/blind Coalition.

In December 1997, a team of professionals were sponsored for training in the PATH model at the Helen Keller National Center in New York. Represented programs and agencies included the Alabama Department of Rehabilitation Services, the Alabama Institute for Deaf and Blind, the UAB Horizons program, Alabama Deaf/blind Multihandicapped Association, and the Alabama Deaf/Blind Project. Membership included professionals representing expertise in modes of alternative communication, orientation and mobility, etiology of vision and hearing impairments, job development/training/placement, independent living, assessment and audiology.

The PATH Program is a trans-disciplinary evaluation and training program for students who benefit from a functional approach to learning. It uses a person-centered approach to intensive functional training in several areas: personal grooming, meal preparation, dining skills, leisure and recreational activities, communication and language development, socialization and community access.

The goals of the PATH Program are: to help each individual to determine a preferred lifestyle; bring order and make sense of life's choices and opportunities; find a match between a person's preferences and natural abilities and meaningful activities in the domains of home, work, and community; and to provide training and exposure to the realities that are available in each student's future living and working situation.

The first team has received further training and is preparing to train a second team in July 1999. Membership will again cross agencies and be a trans-disciplinary professional team to add to and expand the first team. Upon completion of the next training seminar, a core of professionals will then be available in Alabama to coordinate a statewide project for Deaf/Blind and low-incidence disabilities, Development and implementation of appropriate service delivery models will be the final tasks for the PATHFINDERS.

Toll-Free Number

In order to provide accessibility throughout the state, E. H. Gentry Technical Facility now has a toll-free number. 1-888-774-2335

DIRECTIONS TO AIDB REGIONAL CENTER MUSCLE SHOALS

(LOCATED IN THE ALABAMA VOCATIONAL REHAB CENTER)

FROM THE EAST GOING WEST ON HWY20/ALT72 **(from Decatur)**

Turn right at the Texaco Station onto Hyw 133 North
Go through a four-way stop.
At the second light, turn left onto Avalon Avenue.
The Rehab Center is about one half mile on the left (one story building with crange panels under windows.

FROM THE SOUTH GOING NORTH ON HWY 43 **(from I-65 North)**

Same as above because road merges from Hwy 20/Alt 72

FROM THE SOUTH GOING NORTH ON HWY 43 **(FROM Tuscaloosa)**

In Muscle Shoals, turn right at the third light onto Avalon
The Rehab Center is about 1 1/2 miles on the right (just past the Methodist Church)

FROM SPRING PARK IN TUSCUMBIA

Exit Spring Park on Water Street (which goes behind the Courthouse)
Continue to a stop sign at the Tennessee Valley Art Center and turn right onto North Commons
Go to the second traffic light and turn left onto Cave Street
Go to the next traffic light and turn right onto Avalon Ave.
Continue on Avalon for about two miles through several traffic lights
McBride Middle School and First United Methodist Church will be on the right
The Rehab Center is the next building after the church

A few words from the Editor

A very special thanks to those of you that sent articles for this newsletter – Charlotte Watson, Nadine Lindbom, Jerry Barlow, Robert Newman, Veronica Tuck, Joy Coleman, and Mark Griffin. And an extra special thanks to Mr. Jim Hare for sending us a whole page of neat information about things that are going on at E. H. Gentry.

A special congratulations goes out to Nancy Ann Sherman and her husband Mike on the birth of their daughter Mary Helen on April 26th. I know grandparents, Frank and Jimmie Campbell are mighty proud. Nancy Ann is Region 4A Director for the National Family Association for Deaf-Blind. She has always been very supportive of ADBMA. She is also a scheduled presenter for our workshop on June 26th.

And last but not least, thanks to Dr. Mary Jean Sanspree, 307.11 project director, for always being so supportive of ADBMA.

This newsletter is supported (in part) by the Hilton Perkins Program of the Perkins School for the Blind, Watertown, Massachusetts. The Hilton Perkins Program is funded by a grant from the Conrad N. Hilton Foundation of Reno, Nevada.

Alabama Deaf, Blind, and Multihandicapped Association
ADBMA
P.O. Box 1383
Decatur, Alabama 35602

ADBMA AFFILIATIONS

- Alabama Deafblind Coalition
- Alabama Department of Education Program for Exceptional Children and Youth
- Alabama Department of Rehabilitation Services (ADRS)
- Alabama Developmental Disabilities Council (ADDC)
- Alabama Institute for Deaf and Blind (AIDB)
- Alabama Department of Mental Health and Mental Retardation
- Alabama 307-11 Deafblind Project
- Alabama Transition Task Force
- Council of Organizations Serving Deaf Alabamians (COSDA)
- Helen Keller National Center (HKNC)
- Hilton/Perkins Parent's Project
- Liz Moore Foundation
- National Family Association for Deafblind (NFADB)
- The Arc
- University of Alabama at Birmingham

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ALABAMA
DEAF
BLIND
MULTIHANDICAPPED
ASSOCIATION

" Striving to Improve Their Quality of Life"

The Alabama Deaf, Blind, Multihandicapped Association, Inc.

PURPOSE:

- To promote public awareness and understanding
- To improve the quality of life
- To provide information and referrals to families

HISTORY:

This group was formed in 1986 by families with deaf, blind, multihandicapped children. The association is an effort to identify and assist new families, professionals, and community services in providing appropriate services for deaf, blind, multihandicapped persons.

GOALS:

- To promote interagency cooperation for development of alternative living arrangements
- Increase family involvement/establishing networking support
- Advocate for quality of life for all handicapped individuals as a total member of society
- Improve parent/professional relationships

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This brochure is supported by the Hilton/Perkins Program of Perkins School for the Blind, Watertown, Massachusetts. The Hilton/Perkins Program is funded by a grant from the Conrad N. Hilton Foundation of Reno, Nevada.

✂ CUT ALONG DOTTED LINE ✂

APPLICATION FOR MEMBERSHIP

NAME

ADDRESS

CITY STATE ZIP

PHONE

PLEASE CHECK APPROPRIATE CATEGORY

PARENT ☐ CONSUMER ☐ PROFESSIONAL ☐ OTHER ☐

parent packets

◆"You
can't
◆Get
There
From
◆Here!!

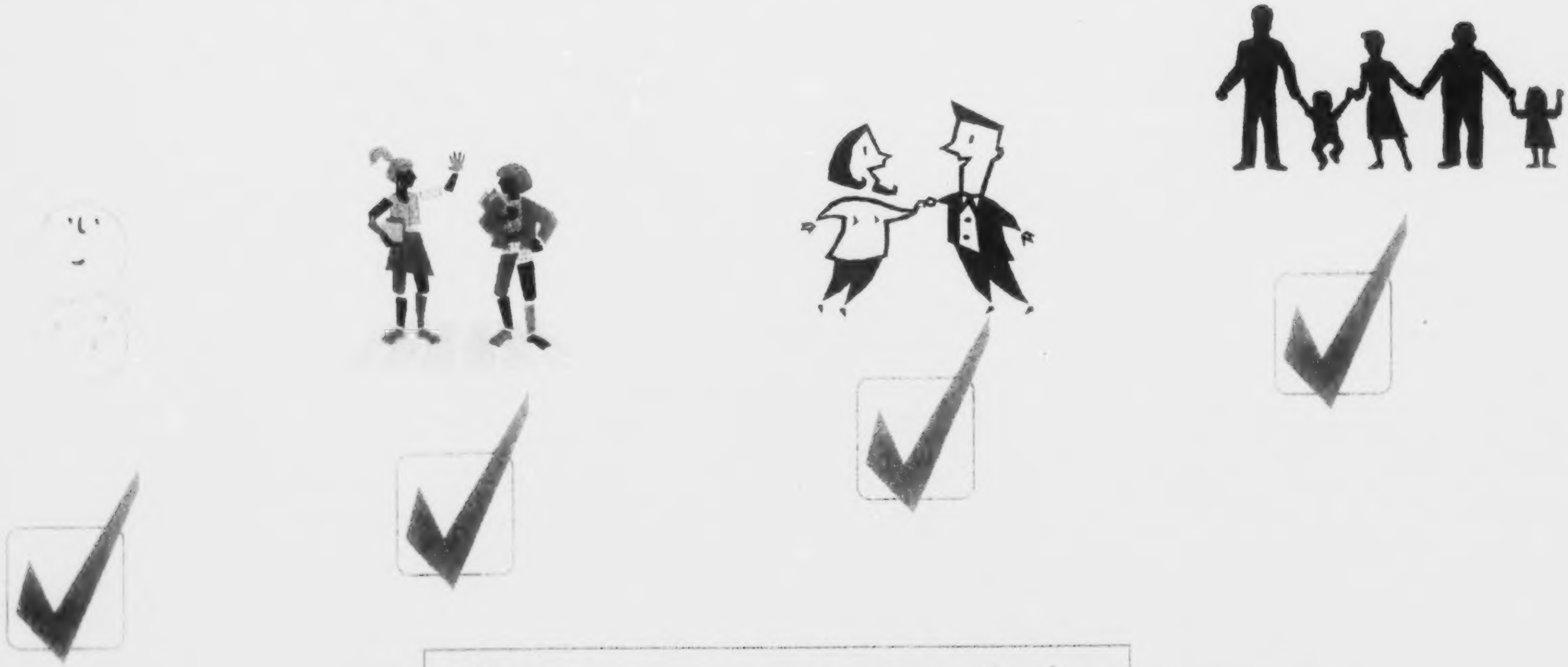
PARENT PACKET
TABLE OF CONTENTS

- Program brochure
- Eligibility flyer
- For more information form
- Materials request form
- Letter from Parent Facilitator

WHAT'S UP?

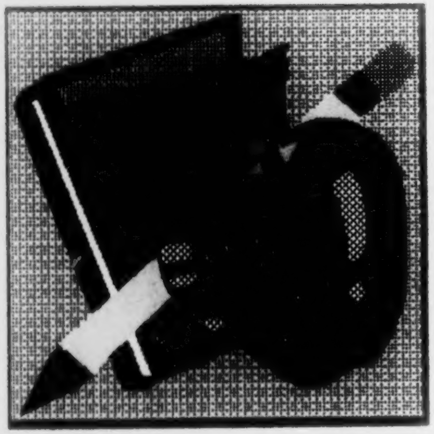
Information Form

- Materials on deafblindness



Circle your age group choice

Parent University



Jefferson County Schools
Alabama Deaf/ Blind Project,AIDB
State DVRS

Attachment K

Project Resource List

Book Inventory:

- Independence Without sight or Sound
- One Step at a Time
- Special Ed Services
- Vision/Hearing Loss Guide
- Deaf-Blind Infants and Children-A Development Guide
- Living and Learning with Blind Children-A Guide for Parents and Teachers of Visually Impaired Children
- Working with Parents of Young Children with Disabilities
- Coping with Loss of Independence
- Coping with Communication Challenges in Alzheimer's Disease
- Coping with Medications
- Coping with Low Vision
- Head Trauma
- Special People with Special Needs
- Charting the Rainbow Connection
- Transitional Album
- Rainbow Connection-An Instructional Guide
- Pediatric Audiology 0-5 years
- Curriculum Based Assessment of Special Education
- Implementing Early Intervention
- Handbook of Infant Mental Health
- When Slow is Fast Enough
- Person Handicapped by Rubella/Victors and Victims
- Communication Access for Persons with Hearing Loss
- Vision and Aging, 2nd Edition
- Clinical Geriatric Eyecare
- Genetic Primary Eye Care Practitioners
- Vision and Aging
- Vision Therapy (Text and Manual)

Manual Inventory

- Insite Developmental Checklist Ages 0-2
- Insite Home Visit
- Insite Developmental Checklist Ages 0-6
- Sign Language for the Family
- Assessment of Developmental Skills for Young Multihandicapped Sensory Impaired Children
- Volume I and II; Resources for Family Centered Interventions for Infants and Toddlers, and Preschoolers Who are Visually Impaired
- A Resource Manual for Understanding and Interacting With Infants, Toddlers, and Pre-School Age With Deaf-Blindness
- Their Future is in our Hands: A Resource Manual for Parents of Children with Multiple Disabilities

Strategies for Teaching Students with Mild to Severe Mental Retardation
Collaborating for Comprehensive Services for Young Children and Their Families
Choosing Options and Accommodations for Children
Insite 1-4 #14 (2 volumes)
Early Intervention #103 (2 volumes)
Resources for Family Centered Intervention for Infants, Toddlers, and Pre-Schoolers Who are Visually impaired. Volume I, and Volume II
The Family Focused Interview
The Family Focused Interview Supplemental Workbook
Sign Language for the Family-A Sign Activity & Reference Booklet
Etiologies and Characteristics of Deaf-Blindness
Troubleshooting
Troubleshooting and repair of Camcorders
Replacement Parts
Troubleshooting and Repair of TV's
Knowledge Is Power
Exceptionalities/Disabilities
It's the Law
Grants/Fundraising
What's In It For Me
Inclusion Manual
Shocco Workshop
Clean But Empty
Special Education
Parents Workshop; Starting a Parent Group
Parent Contact Books
Families Ties/DD
Personal Futures Planning
Coalition Notebooks
Transition
Central Resource Directory
Rights and Privileges of the Blind in Alabama
Rights and Privileges of the Blind in Alabama (Braille)
DASL II Manual
Computer Manuals - PowerPoint, MicroSoft Word, Microsoft Excel
Misc. pamphlets on Tourettes received from Tourettes Assn.

Tapes Inventory
- Polish Egg tape, Perkins 300, Parents 418
- Pediatric Audiology
- Dr. Sam Fletcher
- Community Transitions Family
- Child with Motor Impairments
- How Do We See

Oh, I See $19.95
INSITE: Home Visit
Children with Motor Impairments; Tapes 1 and 2
Life of Helen Keller - Famous Americans of the 20th Century
SKI*HI Auditory Levels
SKI*HI Family Focused Interview
Hope Inc. HOW DO WE SEE?
Hope Inc. Children With Motor Impairments
Home Visit #1 and #2
INSITE: HOME VISIT
Grants/Fundraising Videotapes; Series I-III
Exceptionalities/Disabilities
It's The Law (Vocational Rehab. and Title)
What's It Like for Me
The Frog Theory
It's the Law (Questions and Answers)
Vocational Education
Early Intervention
Parenting: Mastering the Maze
Assessment Panel
Concurrent Sessions
Post Secondary Laws-Advocacy
Special Education and the Juvenile Justice System
Rights and Privileges of the Blind in Alabama
Getting the Most Out of Your Hearing Aids
Hearing Loss Stimulation
Talking About Tourette Syndrome
Guide to Diagnosis - Tourette
A Panel of Experts - Tourette

Dear ______________________,

We are starting a "Love Connection Directory" for parents and families who have special needs children.

Sometimes our world seems so small and isolated that we can easily forget how many "friends" are available to us.

This directory will, hopefully, be a resource for us to "connect" with caring people who can share our dreams, disappointments, triumphs, and ideas.

Please fill out the attached "Love Connection" form if you would like to be included in our directory. I have attached my own information as an example you may want to follow.

With "LOVE",

Jane Myrick
Parent Coordinator
ADBMA Parents
Group

LOVE CONNECTION FORM

NAME:

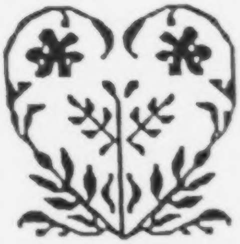
CHILD'S NAME:

ADDRESS:

TELEPHONE NUMBER:

OTHER FAMILY MEMBERS:

MY STORY:



APPENDIX I

Sample Coordination/Partnerships

- Alabama Deaf-Blind Coalition Memorandum of Agreement
- Sample Special Education Advisory Board Participation
- Sample ICC Participation
- UAB Contract
- SHAA

INTERAGENCY AGREEMENT ON SERVICES TO INDIVIDUALS WHO ARE MULTIPLY HANDICAPPED WITH VISUAL AND AUDITORY DISABILITIES

This cooperative agreement is entered into by the undersigned parties to mobilize available resources to assist individuals who are severely multiply handicapped with visual and/or auditory disabilities in achieving their optimum functional level. This agreement is not intended to diminish current responsibilities of the parties to this agreement to perform such duties as may be required under federal or state laws.

The purpose of this non-financial agreement is to facilitate the parties working together:

1. **To promote and maintain an interagency cooperative agreement committee** which has the responsibility to review and suggest revisions to this agreement as may be needed and serve as a clearinghouse for information and activities relative to interagency planning efforts.

2. **To enhance public and agency awareness and understanding** relative to needs and concerns of individuals with deaf-blindness and multiple disabilities regarding services provided by the parties to this agreement through sponsorship of, and participation in, parent and professional training activities and presentations, and development and dissemination of appropriate informational materials.

3. **To conduct needs assessments** and to promote incorporation of deaf-blind issues and concerns into other needs assessment activities as may be appropriate, to participate in compilation and analysis of needs data, in order to identify and decrease service gaps and service duplication and promote appropriate service planning and care coordination focusing on the over twenty-one population for whom employment may not be feasible but for whom day activities and supported living arrangements are necessary.

4. **To provide staff contact persons**, as needed, for support in the cooperative planning of transition programs for persons who are multiply handicapped with visual and/or auditory disabilities, to participate in developing a cooperative transition plan appropriate to the clients' needs and functional abilities and to participate in other transition activities which may be jointly developed by participating agencies and organizations.

5. **To encourage the staff of our agencies at all levels to participate in joint staff meetings and in-service training** for the purposes of exchanging information and creating better understanding of the services provided by the parties to this agreement.

6. **To work together to identify and clarify the service responsibilities of each party** to this agreement for persons who are multiply handicapped with visual and/or auditory disabilities.

7. **To serve as the Advisory Board to the state's federal 307.11 project** for deaf-blind individuals.

This agreement is effective on this date: June 27, 1996.

STATE DEPARTMENT OF EDUCATION
Ed Richardson
Dr. Ed Richardson
State Superintendent of Education

DEPARTMENT OF REHABILITATION SERVICES
Lamona H. Lucas
Lamona H. Lucas, Commissioner

DEPARTMENT OF HUMAN RESOURCES
Martha S. Nachman
Martha S. Nachman, Commissioner

ALABAMA DEAF/BLIND MULTIHANDICAPPED ASSOCIATION
Robert
Robert Schafer, President

PUBLIC HEALTH
Donald E. Williamson MD
Donald E. Williamson, M.D., State Health Officer

COMMISSION ON AGING
Martha M. Beck
Martha Beck, Commissioner

DEPARTMENT OF MENTAL HEALTH AND MENTAL RETARDATION
Charles A. Fetner
Charles A. Fetner, Acting Commissioner

ALABAMA INSTITUTE FOR DEAF AND BLIND
Joseph F. Busta Jr.
Dr. Joseph F. Busta, Jr., President

ALABAMA MEDICAID AGENCY
Gwendolyn H. Williams
Gwendolyn H. Williams, Commissioner

ALABAMA DEVELOPMENTAL DISABILITIES COUNCIL
Thomas B. Holmes
Thomas B. Holmes, Chairman

ALABAMA COMMISSION ON HIGHER EDUCATION
Henry J. Hector, sr.
Dr. Henry J. Hector, Executive Director

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Alabama Special Education Advisory Panel

The function of the Special Education Advisory Panel is to collect comments from the public regarding the provision of services to students with disabilities and make recommendations to the State relative to unmet needs in the education of students with disabilities, comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities, advise the State regarding the development of evaluations and the reporting of data to the United States Secretary of Education, advise the State in the development of corrective action plans to address findings identified in federal monitoring reports, and advise the State in the development and implementing policies relating to the coordination of services for children with disabilities.

Dr. Pamela Blome
407 Governor's Dr.
Huntsville, AL 35801
(256) 536-6621

Ms. Johnna Breland
2234 Essex Dr. SW
Decatur, AL 35603
(256) 353-5073

Ms. Jayne Chase
275 Crockett Circle
Florence, AL 35633
(256) 767-1665

Ms. Claudia Dixon
1507 29th Street, Ensley
Birmingham, AL 35218
(205) 780-6717

Mr. Mark Griffin
ARC of Morgan County
3809 High Point Drive SW
Decatur, AL 35603
(256) 351-1578

Mr. Skip Hemp
P.O. Box 311206
Enterprise, AL 36331
(334) 894-6322

Ms. Kathy Jaekle
Special Education Action Committee
2309 Mt. Vernon Road
Huntsville, AL 35810
(256) 852-9538

Ms. Gayle Jones
Sylacauga City Board of Education
P.O. Drawer 1127
Sylacauga,AL 35150
(256) 245-5256

Ms. Inez Lewis
Department of Youth Services
2324 Starr Street
Montgomery, AL 36108
(334) 215-3853

Ms. Carolyn McClelland
119 Buena Vista Circle
Daphne,AL 36526
(334) 626-0495

Ms. Colette Mitchell
703 Gable Circle
Hartselle,AL 35640
(256) 773-7659

Ms. Sharon Pearson
1429 Smithfield Forest Lane
Pleasant Grove, AL 35127
(205) 744-5747

Ms. Kay D. Perryman
Correctional Education
P.O. Box 220350
Deatsville, AL 36022
(334) 514-6147

Ms. Angeline Pinckard
Department of Rehabilitation Services
2129 East South Blvd.
Montgomery, AL 36116
(334) 281-8780

Dr. Mary Jean Sanspree, PhD
The University of Alabama at Birmingham
1716 University Boulevard
Birmingham, AL 35294
(205) 934-6723

Ms. Donna Sisulak
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Cullman,AL 35055-0887
(256) 734-2233

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(334) 613-2394

Ms. Shirley Taylor
666 Shawnee St.
Auburn, AL 36830-5122
(334) 826-1552

Ms. Dehone Toney
Limestone County Board of Education
411 Congress Drive
Athens, AL 35611
(256) 232-5642

Ms. Melissa Wallace
Department of Corrections
Post Office Box 8
Elmore, AL 36025
(334) 514-1140

Dr. James Wright
Department of Counselor Leadership
and Special Education
7300 University Drive
Montgomery, AL 36117-3596
(334) 244-3879

http: //www.rehab.state.al.us/
intervention.html

ICC AGENDA
JUNE 17, 1998

#	TIME	AGENDA ITEM	PARTICIPANT
1.	10:00	Call to order Welcome	Glenn R. Harger
2.	10:03	Roll Call Member Sign-in	Donna Alexander
3.	10:05	Parent Perspective	M. Diane Roberts/Keith Britnell
4.	10:20	ICC Issues (4-1) Introduction of New ICC Members - - Ethel I. Dozier - - Vannise J. Gillilan - - Honorable Bill Armistead	Glenn R. Harger
		(4-2) Announcement of reappointments to ICC - - Laura J. Harris	Glenn R. Harger
		(4-3) Recognition of Outgoing ICC Member - - Peggy Beaty	Glenn R. Harger
		(4-4) (ACTION) Minutes of March 18, 1998 [Handout: left side of Folder] - - Additions/corrections - - Approval - - Signature of Vice Chair	Glenn R. Harger
		(4-5) Update: Member Proxy Forms for 1998	Glenn R. Harger
5.	10:40	ICC Task Force	
		(5-1) Legislative Task Force	M. Diane Roberts
		(5-2) Efficacy Task Force (State Self Study) [Handout: (5-2): right side of Folder]	Lee Ann Williams
6.	10:50	ICC Subcommittee Reports	
		(6-1) Financial Planning Subcommittee	Kimberly A. Hill
		(6-2) Personnel Subcommittee - Report - (ACTION): Approval of Recommended Service Coordination Guiding Principles	Dr. Mary Jean Sanspree, Chair

		[Handout (6-2); right side of folder]	
		- CSPD Report	Jeri Hughes
		- TAP Project	Karen Williams
		- TOT Talk	Keith Britnell
		(6-3) Program Planning & Evaluation	Dr. Deborrah Nowakowski, Chair
		(6-4) Public Awareness	M. Diane Roberts
7.	11:20	Lead Agency Report	Lamona H. Lucas
		- - Certificates of Recognition	Amy Wanous
		- - Council Network Report	Java Bennett
8.	11:30	ICC Agency Reports (2 minute verbal summary) **[Please pass written reports to secretary upon conclusion of verbal report]**	Glenn R. Harger
		(8-1) AIDB	Phyllis A. Baker
		(8-2) SDE	Mabry Whetstone
		(8-3) DHR	Frances Arnold
		(8-4) DMH/MR	Virginia A. Rogers
		(8-5) DOI	Richard Cater
		(8-6) DOT	Sonya Rice
		(8-7) DPH	Dr. Donald E. Williamson
		(8-8) Medicaid	Gwendolyn H. Williams
		(8-9) Head Start	Kate B. LaFayette
		[Please submit written reports to Secretary]	
9.	11:55	Announcements	Glenn R. Harger
		- - December 16, 1998 ICC Meeting changed to December 2, 1998.	
		- - New ICC Listing	
10.	12:00	Adjournment	

Please notify the Division of Early Intervention at 1-800-543-3098 if accommodations including Braille, large print, or interpreters are needed.

CONTRACTUAL AGREEMENT
ALABAMA INSTITUTE FOR THE DEAF AND BLIND
UNIVERSITY OF ALABAMA IN BIRMINGHAM, SCHOOL OF EDUCATION and
UNIVERSITY OF ALABAMA SCHOOL OF OPTOMETRY

Contractual Services Period: October 1, 1997 - September 30, 1999

The Alabama Institute for the Deaf and Blind (AIDB) has approved a two (2) year contract with the Board of Trustees of the University of Alabama, a public corporation, on behalf of the University of Alabama in Birmingham (UAB), School of Education, School of Optometry, in the amount of **$135,290** annually.

RESPONSIBILITIES:

The purpose of this contract is to access management , coordination of activities, consultant services, and clerical support to provide technical assistance (TA) services for agency/personnel/teacher and parent training; child find; transition support; data collection, analysis, and reporting; research design; systems change efforts; and program and resource development for implementing best practice strategies for working with persons with deaf-blindness. To ensure an uninterrupted flow of services and successful completion of project objectives, in-kind monies for project management will be provided through the Liz Moore Low Vision Center utilizing a center staff member. AIDB will collect indirect costs at the effective rate in place each year, which will affect the net payable to UAB.

PERIOD OF PERFORMANCE:

The period of performance for this contract is for twenty-four (24) months and will begin October 1, 1997 and will not extend beyond September 30, 1999 unless such period is extended in writing by both parties.

PAYMENT METHOD:

The contract funds, **$135,290** annually, will be payable to UAB from funds from the Alabama Deaf-Blind Project's 307.11 grant according to a budget approved by AIDB. The funds will be paid in 24 equal installments of **$11,274** per month within seven (7) working days of receipt of invoice. In order to ensure that all contract funds are expended in support of the contract during the contract period, UAB will provide a monthly invoice and a copy of the monthly accounting report produced by UAB Accounting Department.

REPORTS AND PUBLICATIONS:

1. A plan of action for accomplishing sub-contract requirements will be submitted to AIDB for approval by October 15 of each contract year.
2. A narrative quarterly report (3) will be submitted to AIDB for approval stating TA activities and outcomes.
3. A financial statement will be submitted quarterly showing expenditures to date.
4. A final report must be submitted to AIDB by September 15 of each contract year in place of the usual periodic report. This report needs to include a narrative and

Speech & Hearing Association of Alabama

Membership Roster

1998 - 1999

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Greg Ollick or Steve Yates
MED-ACOUSTICS, INC.
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Stone Mountain, GA 30087
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(FAX) 770-498-9246

Alabama Deaf-Blind Project

Federally funded by the US Department of Education, Special Education Programs under IDEA, Part C, Section 622, PL 101-476
Other support is provided by:
University of Alabama at BirminghamSchools of Optometry and Education • Liz Moore Low Vision Center Eastern Health System, Inc.

- Technical Assistance for parents and professionals
- Referral for diagnostic and evaluation services
- Community resource guide
- Inservice and preservice training
- Program consultation
- Family support services
- Case coordination assistance
- Newsletters
- Information dissemination
- Resource library and media materials
- Advocacy
- Alabama deaf-blind registry

1997 Registry report - 379 deaf-blind students reported by school districts

For information and referral call 1-888-CHILDdb

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summative report of the TA activities for the year, demonstrating evidence of accomplishments and impact of services on consumers who are dual sensory impaired, their families, and their service providers.

PROGRAM ADMINISTRATION:

A. AIDB reserves the right to visit and monitor the contract, and to provide such on-site consultation and TA as deemed necessary.
B. Additional administrative meetings will be held on an as needed basis.
C. Payment of contract funds are contingent on UAB accomplishing the contract purposes and responsibilities.
D. The UAB educational specialist will serve as the contract facilitator and contact person for services and responsibilities.
E. AIDB will have the responsibility for on-site housing of project staff and the resource and training center. Contractee will continue to have access to AIDB services as currently available.
F. If requested, UAB agrees to furnish all required copies of audit reports to federal grantor agencies in addition to copies provided to AIDB. UAB agrees that all working papers shall be kept in accordance with circular OMB A133, and will retain all working papers and reports for a minimum of three (3) years from date of the audit report, unless UAB is notified in writing to extend retention period.

Any publicity or recognition given to the services of this project, or to resulting products, will acknowledge the partnership of UAB and AIDB.

In witness thereof, the parties have caused this contract to be executed, as of the date first written above, by their duly authorized representatives.

For Alabama Institute for the Deaf and Blind:

Terry Graham Date: 3/28/97
Dr. Terry Graham, Director, Office of Health, Evaluation, and Outreach

Joseph F. Busta Date: 3/27/97
Dr. Joseph F. Busta, President

For University of Alabama in Birmingham:

Boyd Rogan Date: 4/2/97
Dr. Boyd Rogan, Department Chairman, Educational Leadership and Special Education

Rod Nowakowski Date: 4-2-97
Dr. Rod Nowakowski, Professor in Chief, Low Vision/Geriatrics Clinical Program

Joan Lorden Date: 4/4/97
Dr. Joan Lorden, ~~UAB Provost~~ Associate Provost for Research